

FIRST YEAR

TEXT BOOK



SUNDAY SCHOOL EVANGELISM

Teacher's Training Course

DELIVERANCE BIBLE INSTITUTE of MOSHI

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Sunday School Evangelism

Teacher's Training Course

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Introduction

Teaching was the very heart of Jesus' ministry. In fact, the Gospel accounts speak more often of Him as a teacher than they do as a preacher. Your commission and goal as a teacher is found in the words of Christ, "Go ye therefore, and **teach** all nations...to observe all things whatsoever I have commanded you..." (Mathew 28:19, 20)

The evangelistic goal of the great commission is to teach people to "observe all things" or to put into practice the things that Jesus taught. Christ did far more than impart knowledge, but He made the eternal truths of God personal and practical. His teachings changed the lives of those he taught. In the same way, you are not teaching just facts, but principles that change the lives of your students. Your teaching ministry is a Holy calling.

You may not be called to stand up in a class to teach, but this should not hinder you from teaching. Your life is to be a walking, talking example of Christ. If you never stand in front of a group of students, your life should teach. What better way to teach is there than this?

Chapter 1: The Teacher

The teacher is the key to successful Christian teaching. Successful Christian teaching involves a right relationship with God, personal talent, and preparation. Tools and techniques are important and a good teacher knows and uses them, but he is the key to their effectiveness in communicating spiritual truth. This is not to say the teacher is greater in importance than the Holy Ghost, but that the most important thing a teacher can do to make him effective is to yield **himself** to the leading of the Great Teacher—the Holy Ghost. (John 16:13)

The work of the teacher is filled with rich opportunities to help others and to influence lives. For the Christian teacher, eternal values are involved and **the teacher's life style becomes interwoven with the teaching process.**

I. The Teacher's Commission

The teacher's commission and goals are found in the words of Christ:

Matt. 28:19—Go ye therefore, and teach all nations, baptizing them in the name of the Father, and of the Son, and of the Holy Ghost"

The teacher is teaching for results in the lives of his pupils. Christ did far more than impart knowledge. His teaching changed the activities of those He taught. The ministry of teaching is a holy calling.

Christ was a successful teacher because: 1)He had something to teach, 2)He wanted to teach and 3)He taught with enthusiasm and authority.

At its simplest level, teaching is sharing with others that which has been experienced.

II. The Teacher's Life

Every teacher, who wants to be used of God, faces three important questions:

- Is my way of life God-exalting?
- Is my message Christ-centered?
- Is my teaching Spirit-empowered?

We, as Paul, should be able to say, "*For our gospel came not unto you in word only, but also **in power, and in the Holy Ghost**, and in much assurance; as ye know what manner of men we were among you for your sake.*" I Thess. 1:5

Four important *factors* in successful teaching are directly related to the teacher:

- Christian experience.
- Commitment of his personality to Christ.
- Example of his life style.
- Relationship to those he teaches.

A. **Christian Experience**—At its simplest level, teaching is sharing with others that which has been experienced. To communicate Christ and His message, the teacher must know Jesus Christ as Savior and Lord.

Learning from some of the world's greatest salesmen, namely, Paul, Luther, Wesley, Whitefield, Spurgeon, and Moody, it is said that these men were eminently successful as salesmen because *they had implicit faith in the house they represented, and perfect confidence that its goods were absolutely needed*. This inspired them with a courage and enthusiasm that demanded and secured attention. Success likewise, depends upon the enthusiasm the teacher has for the task, and his enthusiasm will be in proportion to his own **personal faith**.

Faith in God: The faith of a Christian teacher goes beyond simple belief in God. It must be an active, vital faith in the Lord Jesus Christ. It must be a triumphant, aggressive faith. The faith of an effective Christian teacher must be a working faith.

Faith in the Bible: Effective preachers, evangelists, and church teachers derive their convictions through unswerving faith in the written Word of God. God has written to man and the wonder of that message should stir the heart of every teacher.

Faith in God's Call: A teacher must realize that he has been called by God to teach. The knowledge that God has set a person aside for this task provides dynamic motivation and assures success.

B. **Personality**—A person who commits himself to God strengthens his own personality. Because of Paul's deep experience of the reality of the Gospel, he became more open about the needs of his own life and more concerned about the needs of others. Every Christian teacher needs to grow toward a mature, Christ-like personality.

ENTHUSIASM is always vital to lesson preparation, because your excitement will overflow into your lesson plans. (The opposite is true, as well. If you are lackluster and disinterested, your lesson will reflect it.)

C. **Example**—A teacher's example either contradicts or underscores what he teaches. The teacher's attitude and the unplanned things he says and does make strong impressions on his pupils. The teacher may speak about love, but if he is unpleasant to others, he cannot teach with real results. The teacher's example is a vital part teaching.

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D. Relationships—The quality of the teacher's relationships with those he teaches also is a determining factor in his success. Long after facts are forgotten, the love of the teacher is remembered. A teacher cannot pretend concern for the welfare of his pupils, nor will a lack of it go unnoticed.

III. The Teacher's Knowledge

The teacher who recognizes the importance of his position seeks to be qualified to fill his place and understands the need for preparation. A doctor will not have time to "look it up" when a patient's artery is severed and his life's blood is flowing away. He must know what to do or a life will be lost. Even more harmful is the blunder of a teacher who gives the wrong counsel regarding spiritual truths. Teaching periods are all too brief. Every minute must be turned to the best possible use. Only the trained teacher can utilize these precious moments to the best advantage. For this reason, every teacher needs adequate preparation in each of the following areas.

A. The Bible—To teach the Bible effectively, a teacher needs a working knowledge of the sixty-six books. He should be familiar with all, especially as they relate to Christ. In his teaching, Paul frequently referred to Christ as the example to be followed. He gave down-to-earth examples from the life of Christ to encourage Christian living.

In order to teach love Paul said, "Walk in love, as Christ also hath loves us, and hath given himself..." He clarified the meaning of humility. "Let this mind be in you, which was also in Christ Jesus..." Rom. 15:3

Paul's teaching was successful because the Holy Spirit was his power. I Thessalonians 1:5 says that Paul spoke in *power* and in the *Holy Spirit*. This empowerment was to present the Word. Today's teacher must teach the message of the Word of God faithfully and in the power of the Spirit. He is not called to teach a message from the Bible, but the message of the Bible. Only in this way would he change lives.

B. Related Subjects—In addition, you should be familiar with related subjects such as geography, history and ancient culture. Accurately describing the geographical settings will help your students understand various Bible events.

Students are greatly helped when their teacher is well informed about world historical events that parallel the narratives of the Bible. Many Bible events can be properly understood only in the light of their historical settings. Further, a knowledge of history will help students understand and appreciate how in "the fullness of time revealed his plan for human redemption.

C. Pupil Characteristics—You, as the teacher need to take advantage of every opportunity to understand the needs and background of those you teach. Then you can build on this broad understanding by getting to know individual students through meaningful records, planned class contacts and home visitation.

IV. The Teacher's Responsibility

The responsibilities of a teacher can be a delight or drudgery. Systematic preparation procedures will enrich the entire teaching experience. The observance of the three following steps will increase effectiveness of preparation and teaching.

A. Right Attitude—The teacher's attitude toward his responsibility will largely determine his success. He has accepted a teaching assignment, not only because of need, but because he is called of God. In exercising his gift of teaching, he sees the potential for change in the lives of other people. God will be working through him to accomplish the mission of the Church.

B. Self Preparation—If a teacher is physically fit, mentally alert, spiritually alive, and socially adept he will find his class a satisfying pleasure.

Mentally Alert — The Bible says that "*And Jesus increased in wisdom and stature, and in favour with God and man*" (Luke 2:52). This four-fold development is equally applicable today. "Increased wisdom" focuses on an alert mind which is essential to successful teaching. Today's students learn to reason logically. They, therefore, quickly come to resent superficial reasoning in church education. You must think intelligently, analyze carefully, and dare not be behind the times. Be sure also to read Christian magazines, current events, newspapers, devotional literature, and Christian fiction.

Physically Fit — In addition, teaching can be greatly enhanced through vibrant, healthy bodies. It is difficult to teach enthusiastically when you do not feel well. Heredity and elements beyond your control will partly determine physical health. But because you as a Christian surrender your body to Christ, you will want to exercise constant discipline to maintain your health and strength.

Spiritually Alive — Your personal relationship with God must be a priority for you to increase in "favour with God." Study the Bible to learn the facts you need to teach. But more importantly, study the Bible in order to allow it to speak to your own spiritual needs. A time for personal daily devotions is essential. Every lesson should be immersed in prayer from the first steps of preparation to its conclusion and application to the lives of your students.

Socially Adept— Jesus also increased in "favour with man." Paul wrote that "none of us liveth to himself, and no man dieth to himself" (Rom. 14:7). If you are to grow as a Christian and as a Christian teacher, you must grow in your ability to relate meaningfully to other persons. Your class members must see in you a deep sense of honesty, sympathy, and acceptance. Though you are concerned about working to change persons through the Word of God, you must not become a manipulator; but be willing to openly share yourself and that which God has given you.

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C. Lesson Preparation—Enthusiasm is always a prerequisite to lesson preparation because your excitement will overflow into your lesson plans. Certain hours should be set aside each week for lesson preparation. Teaching is a holy calling and its preparation must not be relegated to the spare moments that are left after everything else is done.

Time will be saved and far more will be accomplished if you establish a definite, clearly outlined pattern for study. Bible study opens many avenues of interest. You may be tempted to follow inviting bypaths that are not directly associated with the lesson. However, an orderly plan of procedure will make it possible to accomplish much more in a given period of time. Further information on lesson planning follows in later chapters.

D. Summary

The teacher is the focal point of teaching. The basic question regarding effective teaching relates to the teacher himself. Answering "Who am I?" precedes answering "What skills do I possess?"

The teaching function of the church has its origin in God. He calls persons to teach and provides the enabling spiritual gifts. Believers are commissioned by God to lead men to Christ and then to teach them to apply God's Word to their lives. You not only must know Christ as Savior; but must exhibit faith that works and faith in God's Word. Your personality, personal example, and relationships are yielded to God so that students can see and benefit from the attitudes and actions presented. Knowledge of the Bible, geography, history, ancient culture, contemporary conditions, and student characteristics offer you well-rounded information in preparing and presenting lessons. A positive attitude and adequate personal preparation will also prepare you to share, with the Holy Spirit's guidance, the eternal message of God's Word.

FOR APPLICATION #1:

1. Prepare a list of ways that you may increase your Bible knowledge during the coming year.
2. Take inventory of your own qualifications to teach. Indicate the two qualities you believe are the strongest and the two you believe are the weakest. How do you plan to improve your weak points?

Chapter 2: Aims in Teaching

A teaching aim leads to teaching achievement. Why teach? Why all the lesson preparation and class sessions? Because the Bible states that believers should be "teaching every man in all wisdom; that we may present every man perfect in Christ Jesus." (Col.1:28) If this broad goal is to be achieved, aims for each lesson must be determined early in lesson preparation and clearly stated.

I. Value of Aims

An aim is a clear statement of what the teacher hopes to accomplish by teaching the lesson. The aim has several purposes. 1)It gives direction to the lesson and helps determine the teaching method to be employed. 2)It leads to the wise use of class time. 3)It helps in planning, teaching, and evaluating.

A. In Planning—Every aspect of the teaching hour should lead toward fulfillment of the established aim. The teaching plan proceeds step by step through introduction, content material, conclusion, and application with each part relating to the aim. Without a stated aim the entire lesson may be as haphazard as the first raindrops in a summer storm.

The aim also helps determine the teaching method that will be used. On the basis of a clearly stated aim, the teacher effectively selects methods and materials. The activities of the class vary with different aims. Whether to lecture, tell a story, or introduce a discussion is determined on the basis of aims.

A project may help students acquire certain skills. A word-by-word study of the text may help them increase their understanding of a doctrine. A general discussion about a critical question may provide greater tolerance of different points of view.

B. In Teaching—A clearly defined aim also allows the teacher greater flexibility in the class presentation. Changing conditions in the classroom, the unexpected questions, the sudden interest in a special topic, even the time to close can best be handled by the teacher who has an aim clearly in mind. Each element that appears becomes an additional opportunity to direct pupils toward the achievement of the lesson aim.

C. In Evaluating—One of the great needs for the Christian teacher is to be able to evaluate the results of his teaching. Evaluation is a necessary part of all teaching activities. In order to be able to measure results, a clear teaching aim is required. Few pleasures compare with the joy of the teacher who sees helpful changes taking place in the lives of his class members. As he recognizes these to be a fulfillment of his teaching aims, he is encouraged to serve the Lord with greater zeal and enthusiasm.

II. Basis for Aims

There are essentially two bases for determining a teaching aim: 1) the content of the biblical portion of the lesson that is being taught and 2) the needs of the students.

A. The Word of God—To determine Biblical aims it is necessary for the teacher to become a serious student of the Bible. He will read and reread the passage until it becomes a part of his life. He will seek to understand the content and the situation in which it was written so that he can clearly state the objective truth it offers.

B. Class Members—Another basis for the teaching aim is the need of the learner. A teacher must be careful to establish aims that are true to the text and also apply to the learner's situation.

Establishing teaching aims directed to the situation of the pupils is a great responsibility. In the final analysis the teacher will determine what will happen in the classroom. Unless he is willing to take the time and expend the effort to know his class members, his effectiveness will be seriously limited. He must spend much time in prayer to seek God's will concerning which truth of the Bible he will emphasize and which needs of the learners he will seek to meet.

III. General Aims of Church Teaching

The teacher's major responsibility is that of transmitting the Word of God so that every pupil may be transformed by God's grace.

A. Lead Pupils to Christ—The Christian teacher must recognize and know his responsibility to LEAD each pupil to TRUST in Christ and ACCEPT Him as personal Savior. The teacher should explain the way of salvation as revealed in God's Word. He should pray for each pupil and seek to bring him to a clear, Biblical faith in Christ. Such decisions may come spontaneously as the culmination of careful teaching. The teacher should never use artificial, high-pressure methods, especially in dealing with young children. Acceptance of Christ as Savior is the first step toward a full life. Seek to lead those who receive Christ to continuous growth in Christian living.

B. Present the Eternal Purpose of God—The abundant Christian life is the theme of the Christian teacher. It is the Christian teacher's privilege to show God's gracious and glorious purpose for His children and explain the far-reaching happiness that is the portion of every child of God.

C. Guide Each Pupil to Fulfill God's Will—God has a plan for every Christian. His Word gives directions for knowing His will. The teacher must obey the divine commission: "Feed my lambs." Young Christians must "grow in grace, and in the knowledge of our Lord and Saviour Jesus Christ." (2 Peter 3:18) Christian character results from knowing God's Word, obeying His will, and continually acknowledging Jesus Christ as Lord. This requires daily fellowship with God through prayer. The teacher instructs his students in these realities of Christian growth.

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D. Worship—Worship is the Christian's experience of ascribing worth to God. In worship believers adore God and contemplate His Holy perfection. Worship is fellowship with God. It is part of the teacher's work to cultivate the worship experience of his pupils through class sessions and the services of the church. Instruction should be given in the meaning of reverence, gratitude, love, and faith. This should include songs, stories, and prayers best suited to the age and experience of the group. Such training requires that pupils be given opportunity to worship as a means of expression. The Word of God bears a vital relationship to such instruction. The entire Bible abounds in expressions that provide acceptable form of devotion.

E. Consistent Christian Living—Pupil's lives reveal a measure of teacher success or failure. New life in Christ should result in efforts to honor Christ in daily living. An essential guide toward this is patient, dedicated teaching of the Word of God. It is, therefore, the teacher's responsibility to link the truths taught with the daily lives of the pupils to help them to be "doers of the Word, and not hearers only." Christians who possess the truth as well as profess it will be transformed.

The impartation of knowledge does not complete the Christian educational process. For education to be effective, it must lead to action. Christian education in the deepest sense takes place in a God-conscious atmosphere. If the Holy Spirit is present to inform, to convict, and to inspire ... if He has breathed on the teacher and the pupils, there will be a sense of alertness, aliveness, and anticipation that otherwise will be lacking.

Christian character is formed as people respond in obedience to the Word of God. The teacher has the responsibility of imparting the WORD. As God speaks, pupils will respond, and the Holy Spirit will effect growth in grace and in the knowledge of Jesus Christ.

F. Christian Service—Service to the Lord is one manifestation of spiritual growth. The alert teacher plans and initiates such activities in the home, the church, and the community.

Jesus was concerned about the needs of people. He healed the sick, comforted the sorrowing, and helped the oppressed. The growing Christian increases in his concern for others. The church provides many service opportunities. Teachers, ushers, singers are ways to serve, to mention only a few. All these activities can become mature expressions of Christian service.

IV. Specific Aims of Church Teaching

A. Aims Vary—Aims for the same lesson can vary according to the emphasis that is needed. At times the purpose will be to increase factual knowledge. At other times it will be to improve attitudes. Often it will be to lead to action and change behavior.

To Increase Knowledge: Biblical knowledge is needed for Christian commitment and growth.

To Improve Attitudes: Attitudes are the springboard for changes in behavior.

To Change Behavior: Changes in their behavior are the important completing step.

B. Defining Specific Aims—Effective aims are characterized by:

- Brief enough to be remembered
- Specific enough to meet needs
- Clear enough to be obvious
- Practical enough to be attainable
- Interesting enough to provoke participation

Specific aims can be stated in actual measurable terms. Aims are more easily accomplished if they are clearly defined and written prior to the lesson presentation. They should be achievable and the degree to which the aim is achieved should be measurable. If specific aims are met in individual lessons, the possibility of general aims for the unit or year being met is increased.

Example 1: A knowledge aim would read, "That the pupils learn the books of the Old Testament, which is to be shown by their ability to locate the books in a Bible drill."

Example 2: An aim for attitude improvement might read, "That the attitude of children will improve regarding the significance of a worship period as shown by some boys being willing to help receive the offering."

Example 3: In preparing an action aim in relation to the doctrine of the church, a teacher might state, "That pupils will cooperate with the church as shown by at least three-fourths of the class attending church service today."

C. Summary—Clearly defined aims are essential and are valuable in planning, teaching, and evaluating lessons. Aims are established from the Bible and from the needs of the class members. General aims of every teacher are to lead students to confess Christ as Lord and Savior and to grow in Christian maturity toward Christ-likeness. These general aims become effective in the teaching-learning process as they are translated into specific lesson aims on the basis of the Scripture passage and the needs of the students. The specific types of aims for teaching effectiveness are to increase knowledge, to improve attitudes, and to change behavior.

FOR APPLICATION #2:

Using Luke 7:36-50 as the basis for a lesson, suggest an appropriate knowledge aim, attitude aim, and behavior aim for the passage. Detail how the selection of anyone of the aims will change the lesson emphasis.

Chapter 3: Teacher-Centered Methods

What is the *best* teaching method? The answer: the one that is most effective in accomplishing the lesson aim. Every carpenter's tool has its proper use. A carpenter does not use a saw to drive a nail, level a beam, or measure a board. In the same way, a teacher does not use the same teaching method for every teaching situation.

There are at least two reasons why any one method is overused. First, many teachers tend to teach in the same manner they were taught. If they were taught by the lecture method, when they become teachers, lecture is the method they use. Secondly, many teachers tend to overuse one method as a matter of habit. They feel secure in familiar situations and often go to great lengths to resist change.

Recognizing that there are many effective teaching methods, will improve your teaching. Understand also that change does not have to be threatening, but can help you feel more secure in your teaching. In this chapter, teacher-centered methods are presented. The next chapter deals with methods that involve more direct student participation.

I. Lecture

The most widely used teaching method is the lecture. In this method the teacher speaks to the class giving the information to be learned.

A. **Advantages**—The lecture has several advantages and is most useful when:

- The class size is large.
- The seating arrangement of the class does not encourage discussion.
- A large amount of factual information needs to be presented.
- The lecturer is especially capable and interesting.
- The class members have little or no experience with other teaching methods.

B. **Obstacles**—The success of this method is hindered by the following:

- Not having the lesson material well in mind.
- Not being well organized and tending to ramble.
- Using the lecture method because you do not feel secure enough to allow the students to engage in free and open discussion.
- Not speaking clearly.

C. **Improving the Lecture**—To improve the lecture you should do the following:

- Use this method only in the right teaching situation.
- Give students advanced assignments in reading and research and even advanced questions to answer to help them remain interested in the lecture topic.
- Employ vivid language and vary your speaking rate, pitch of voice, and volume.
- Present frequent illustrations and examples.
- Use visuals and other teaching methods with the lecture.
- Be alert to student attitudes.
- Close a lecture with a review in which students can tell what they have learned.

II. Storytelling

Telling a story is a favorite method of teaching children; however, it can be used effectively with any age group. Jesus was a master storyteller; His stories are unsurpassed.

A. Advantages—Storytelling has many advantages. It captures and holds students' attention, making the past come alive so they can better experience it. Students also can identify with the characters and, in the process, learn to imitate or avoid those characters' actions.

B. Obstacles—There are some obstacles to be aware of in storytelling, as well. Some biblical passages do not readily lend themselves to storytelling, especially those that are strongly doctrinal. The storyteller must also be able to dramatize and tell the story at the students' ability level or it will either be too difficult or boring.

C. Improving Story Telling—A good story is *interesting, dramatic, full of action, and true to life*. Because narratives arouse interest at the outset, there is probably no better method to gain and hold attention. The Bible as a whole is a thrilling, fascinating message, much of which can be presented in story form.

Sentences must be short and language kept simple.

By *look, gesture, and facial expression* the teacher portrays truth, gaining immediate attention through the eye gate. A good story is action packed. It is full of action, but not full of words. Often action is intensified by the restriction of words. The stories Jesus told emphasize achievement. He does not take time to describe His characters, but each character is clearly pictured by his deeds. The story of the Good Samaritan in Luke 10 illustrates this principle.

The impossible seldom appeals. It is the element of reality that characterizes Bible stories and makes them superior to all others. Storytelling provides the pupil with an opportunity to *share* in the experiences of people of the past. He can feel the pain of Adam and Eve as they are driven out of Eden. He can sense the despair of David as he cries for his son, Absalom. He can share in the joy of the father as he embraces his prodigal son.

Several important factors must be kept in mind if one is to become an effective storyteller: Careful choice, study of the story itself and perhaps of its background, outlining its characters and the sequence of events, memorize key or pithy statements, practice the telling (at least once aloud), telling it in a relaxed fashion and with enjoyment. Stories do not just happen. They develop with hard work and diligent practice. In every story a certain structure must be observed. There is an *introduction, growing action, the climax, and a quick ending*.

1. **The Beginning**. The beginning of the story must gain interest, introduce the main characters, and get the action started. (Luke 15:11,12 provides the beginning of the story.)

2. **The Growing Action**. A series of rhetorical (for effect) questions and answers, problems and solutions are used to capture the attention of the listener. In the prodigal son we see the main character leave home, go bankrupt, and come to his self in quick sequence. The action increases until the listeners feel that they must know the outcome.

3. **The Climax**. What is the final Answer? Will the son really apologize? Will his father throw him out? He certainly deserves it! But to our amazement "his father... ran, and fell on his neck, and kissed him."

4. **The Ending**. The ending is short and to the point. It provides a picture of the final outcome and then stops.

III. Illustrations

Illustrations lead students to understand unfamiliar terms. The parables of Jesus are excellent examples of verbal illustrations. In the parables, Christ used familiar things and situations to help His listeners learn new spiritual truths or understand old truths in new light.

A. **Value of Illustrations**—A teachers work is not done when the facts of the lesson have been presented. Students must be helped to understand the significance of the facts and to retain them in their memories. These facts must make an impression on their will and emotions and move them to take some action in their own lives. Illustrations will help accomplish these steps.

B. **Types of Illustrations**—**Parables** are effective simple stories.

Figures of speech illustrate a thought by making comparison. For an example, similes or metaphors are figures of speech. A simile is a comparison using “like” or “as.” A metaphor is a more direct comparison such as, “I am the door” or “I am the true vine” (John 10:9; 15:1).

Allusions referring to historical, literary or scientific data may also be used to illustrate your lessons. The Apostle Paul made allusions to law, architecture, athletics, and etc. Limit the use of allusions and other types of verbal illustrations with younger students. An illustration travels from the known into the unknown; therefore, use illustrations relative to your students.

C. **Sources of Illustrations**—**The Bible** provides a rich source for verbal illustrations because the stories convey the truth as God intended. Bible illustrations help refresh the students' memories of scriptural events and fix them more permanently in their minds.

Personal experiences also afford many valuable teaching illustrations. These can usually be presented vividly and dramatically. If illustrations from personal experiences are used thoughtfully and not too frequently, students will enjoy and learn from them.

History and biography offer innumerable verbal illustrations as well as the areas of nature and science and current events. Illustrations are everywhere if you train yourself to look for them. Finding illustrations is sometimes easy, but remembering them until they are needed is often difficult. Some teachers collect illustration ideas in notebooks or scrapbooks. Others prefer note cards that can be filed by subject matter or by Scripture text.

D. **Using Illustrations**—What makes an illustration effective? Why do some illustrations grab and hold students' interest while others fail? The following suggestions can make illustrations more vivid and vital.

An illustration should be **clear**, depicting the meaning of the truth being taught. It should be based on something familiar to students. If the illustration has to be explained, it is not effective.

An illustration should be long enough to convey the truth adequately, but **brief** enough to allow the hearer to absorb it all. If half the lesson time is spent on one illustration, it is too long.

Effective illustrations will be **fresh** and new. Even a good illustration, if it is overused, will become dull. The freshness of an illustration drawn from a current event will appeal to students.

Illustrations should be **dignified** and appropriate for the spiritual truth being conveyed. Purity of life and thought must always match purity of doctrine. At the same time, teachers should not rule out humorous illustrations. Sometimes these are very effective. Jesus' parable about the excuses given by those who had been invited to the supper certainly must have had his audience laughing before he finished (Luke 14: 16-20).

IV. Participation

Learning is more than listening. Students who only listen to stories or lectures tend to become intellectually lazy. Listening should lead to active participation. Students must become involved if they are to completely understand the lesson and be able to reproduce it in their own words. At its best, education is a drawing-out process. Participation helps achieve this goal.

If students are to participate, they must learn to study on their own. This enables the students to come to class with some familiarity with the subject. It also provides the teacher an opportunity to learn how much the students know about the subject or to identify errors that may have developed in their thinking. Advance preparation and oral presentation in class help students clarify their own thinking. Mentally lazy students should be challenged with more active participation.

No participation is very successful if conducted simply as routine. To insist that students merely repeat the facts of the lesson in the language of the textbook encourages mental laziness.

A. The Assignment—The teacher's attitude will largely determine whether an assignment is boring or exciting. If you are obviously excited about the lesson, this enthusiasm will be caught by your students. One way to arouse interest is to help students see benefits they will enjoy by completing the assignments. Assignments within the range of individual abilities and available time are more likely to be completed. It is also a good idea to enlist the interest and aid of children's parents. In adult classes, students may be encouraged to complete assignments in areas of personal interest.

B. Pupil Preparation—If assignments are to lead to successful participation, they must be clearly understood by all students and assigned far enough in advance so that there is ample time for preparation. It is also important that students have the resources available to them such as Bibles and other references needed. Students need to feel that assignments will benefit them.

C. Class Participation—Time should be allowed for class contributions on the basis of assignments. If time is divided judiciously there can be wide participation. Each contribution should be related to the overall lesson emphasis. Sharing discoveries of those well-prepared pupils benefits all.

V. Summary

Teachers increase their effectiveness by using a variety of teaching methods. The *lecture* method, though often overused, is still a valuable teaching method if it is carefully prepared and delivered with enthusiasm. *Storytelling*, a favorite method for teaching children can also be used in teaching youth and adults. *Illustrations*, windows that let in light, are used when teachers want to influence the lives of their class members through life-related situations and examples. *Participation* offers many advantages in drawing students into the lesson material and urging self-study and preparation.

FOR APPLICATION #3:

Begin a file of illustrations and save examples that you could use in a teaching situation.

Chapter 4: Student-Centered Methods

This chapter focuses on student-centered methods of teaching. Because some people feel that the teacher is the central focus of the lesson, the teacher-centered methods are sometimes more widely used than student-centered methods.

Examples of the student-centered method are found in John 3 and 4 (Nicodemus and Samaritan woman). Jesus, the perfect teacher, also used debate when His authority was challenged by His critics in Matthew 21:13-25, 46. He also assigned a project when He sent the 12 out on a preaching mission in Matthew 10.

Advantages in using student centered teaching: To relieve you of the responsibility of being an all knowing authority; you become a co-learner instead. The more involved the students are, the more they learn and the longer they retain what they learned.

Why is student method teaching? Student method teaching is concerned not only with present facts but with helping students change attitudes. Student centered methods are often more successful in producing attitude changes. Student centered methods rarely produce results automatically. Do not get discouraged; keep trying!

I. Group Discussion

A. **Advantages**—Group discussion has several advantages: It involves the students directly in the teaching-learning process. It encourages the expression of various viewpoints and it brings out erroneous ideas that the teacher may need to counteract at once, in later class sessions, or in private. It clarifies unclear thinking because students have to express concepts in their own words; and it helps students develop a sense of camaraderie and responsibility for developing the lesson.

B. **Obstacles**—Group discussion takes more time than the lecture method, and as a result, probably should not be used when the main lesson aim is to pass along a considerable amount of factual data. The discussion can be dominated by one or two outspoken or opinionated class members. Timid members, who often have some excellent ideas, may not get an opportunity to express themselves. A discussion can ramble far from the topic. The discussion method is not very effective in large classes. Ordinarily the teacher will not use it if the class numbers more than 20 or 25(unless sub groups are used.)

C. **Improving the Discussion**—If at all possible, chairs should be arranged in a circle or around a table so that students may face one another. Design a stimulating subject or provocative question. A subject which interests only a few students is not likely to produce a lively discussion. Create the proper atmosphere in the classroom. Consider yourself a co-learner, not an authority figure who intimidates the other learners. Spend a few minutes at the close of the lesson period summarizing what was said. One student might keep a record of how many times each person spoke. A report on this will tend to spotlight those who talk too much and those who have not spoken at all. Such a report will often help correct such situations without anyone having to criticize the persons involved.

II. Panel and Panel Forum

The panel format consists of two or more persons discussing various aspects of a subject in front of the class. A moderator presides over and guides the discussion. The panel forum format enlarges upon this by allowing the class members to raise questions or enter the discussion after the panelists have made their presentations.

A. **Advantages**—The panelists have an opportunity to make adequate preparation for the discussion. The most effective panels consist of panelists who are experts in their field.

Various viewpoints and information will usually be presented by having several panelists that might not be possible with only one speaker. The different personalities of the panelists are more likely to hold student interest. The viewpoints and information presented by the panelists can provide a basis for a more enlightened discussion by the rest of the class. Panels and panel forums can be used with very large classes.

B. **Obstacles**—The panel and panel forum techniques will not automatically produce effective learning. They take time, a serious problem when the lesson period is limited. Panelists who are experts and capable of communicating at the level of the class members are not always available. Since panelists are speaking from different viewpoints, the ideas may not always be presented in an orderly manner and might confuse the students.

C. **Improving the Panel and Panel Form**—The moderator is the key to a successful panel. He introduces the discussion, maintains order, keeps the discussion flowing, and focuses it on the subject. He also directs the discussion that involves the other class members and should make provision for a summary at the close of the session.

Choose a subject that interests members of the class. Also, select panelists so that various aspects of the subject are discussed. Students lose interest when all the speakers agree.

III. Drama

Drama is effective for students of all age levels. It may be used to illustrate a biblical event or to depict the application of a Bible truth. Drama used in teaching may be prepared formally, or it can arise spontaneously within the classroom setting.

D. **Advantages**—Properly used, drama has the advantage of involving students in the teaching-learning process. This causes Bible stories to come alive and take on deeper meaning for the students and helps them remember the material longer.

Drama also provides an outlet for students' energies, especially smaller children. A bit of spontaneous drama can channel their activities into something creative rather than allowing them to become sources of discipline problems.

E. **Obstacles**—Ordinarily, the presentation of a major dramatic production requires much preparation: considerable time, costumes, props, and staging. Also, sometimes effective drama requires having an experienced director, capable assistants, and talented students. Because of this, many teachers do not use major dramatic presentations as part of their teaching.

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F. **Using Drama**—The teacher who thinks of drama as an elaborate, time-consuming presentation will understandably reject it for use in the classroom. But drama need not be so elaborate to be useful in Christian teaching.

Short skits can be used in the classroom to illustrate a biblical scene, costumes and props being kept to a minimum. In this use of drama, it is not necessary to spend much time in practicing. Keep in mind that the purpose is to teach Christian truths, not impress the viewers with a professional presentation. Most children, even when they appear shy, enjoy performing in a drama. Christian camps for years have made Bible dramas a highlight of the students' camping experience.

Be alert to possibilities for spontaneous dramatic actions to capture and hold student attention. For example, in the story of David and Goliath, two students could be asked to dramatize the scene. Or the stoning of Stephen could be portrayed. One student could play the part of Stephen while the others bombarded him with "stones" made of wadded up newspaper.

IV. Field Trip

A field trip takes the students out of the classroom. It gives them the opportunity to visit places or situations where they can see things or activities first hand or even have a "hands on" experience. Properly conducted, such experiences can give them insights into Bible truths or stimulate spiritual growth.

Field trips may involve a few hours and traveling several miles. Thus they are not usually conducted during a typical class period. On the other hand, a field trip could be no more elaborate than a walk to the back of the church parking lot.

A. **Advantages**—The greatest advantage of a field trip is that students are involved in a firsthand experience. A teacher may lecture at length about God's hand in nature; but such a lecture is not likely to be as effective as a short trip to the church yard. There students may see a flower in bloom, an ant hill, or a cocoon—a far more vivid experience than merely hearing about them or seeing pictures of them. A field trip also often encourages students to do further study on their own and it can be used with students of almost any age.

B. **Obstacles**—There are several obstacles to the use of field trips. Extensive field trips take considerable time, planning, and expense. Also, not all lessons can effectively use the field trip and appropriate places to visit may not be readily available.

C. **Success**—Before planning a trip, consider the lesson aims and decide whether they can be achieved by a field trip. Aimless activity alone does not make for good Christian teaching. Allow the students to share in the planning. They will be more enthusiastic about what they plan, and often contribute good ideas.

The teacher should plan well in advance for the trip. This includes clearing the activity with the church, making arrangements with the place to be visited, and arranging for transportation and meals, if necessary. Be sure also to keep the group small enough to be manageable and enlist enough help. This is important not only for good teaching but for safety. When taking minors on trips away from the church property, you will also need to get written permission from parents or guardians.

V. Project

The project method can be used successfully in Christian education. A project is a purposeful activity that students plan because they are interested in it. The project should have practical application as well as teaching value. Usually it is started or at least planned in the class session and then completed at home.

Projects give students opportunity to learn by doing. Cooperation, tolerance of others' opinions, initiative, responsibility, alertness, and judgment are developed. Projects also strengthen character and provide opportunities to acquire and develop skills.

The research project helps students become independent investigators. The teacher assigns the class members a part of the lesson to investigate for themselves and makes sure that resources are available to help them complete the project. During the lesson period class members may present their reports. These are then discussed, evaluated, and organized under the direction of the teacher. This is especially effective for older children through adult classes.

The service project involves students in activities that benefit others. There is no limit to the variety of projects that students can accomplish, nor are these projects limited to any particular age level. Even small children can undertake activities that will help others. Usually students work together on service projects. Some suggestions for projects might be: running errands for the handicapped, visiting the aged, raking leaves for a disabled person, painting a church classroom. These projects can then be discussed during the next class session.

VI. Inductive Bible Study

Inductive Bible study, which is very profitable in individual study, may also be used as a group method of instruction. The inductive method leads participants to discover Bible truths themselves. When inductive Bible study is used with a group, the teacher serves primarily as a coordinator and resource person.

There are three steps in the inductive method: observation (what does it say?); interpretation (what does it mean?); and application (what does it mean to me?).

A. Observation—The first step in inductive Bible study for either individuals or groups is to discover exactly what the author has written. The students must attempt to lay aside any preconceived ideas they might have about the passage and approach it with an open mind.

One method is for students to write the Scripture passage in one column verse by verse, and phrase by phrase. In a second column observations can be recorded. A third column can then be used for students to write questions they might have. Observations and questions then become the basis for group discussion. When students complete this work prior to class time, a good basis for discussion has been laid.

B. Interpretation—The second step in inductive Bible study is interpretation. The purpose of this is to discover the meaning the author wished to convey. A series of questions may help at this point: Who is the author? When did he write? Under what circumstances did he write? To whom did he write? Why did he write?

After these questions have been discussed, other questions may arise. Students as well as the teacher should be involved in this process. Sometimes it is necessary to define key words in the passage. Dictionaries ought to be available to the students for this purpose.

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Reading the passage in several different translations, noting similarities and differences will often help.

The best interpretation of any scriptural passage is the Bible itself. Thus it is handy to have available Bibles with cross references or topical references. Commentaries may be used, but it is best to resort to these only after adequate study by the class members.

In a few statements the main meaning of the Bible passage can then be summarized by each person individually or in small groups.

C. Application—The third step in inductive Bible study is often the most difficult because it confronts the participants with God's message. No longer are they merely seeking to understand. Now they must decide to obey or disobey. This requires prayer and faith but leads to changed lives. You can encourage right decisions by permitting time for sharing among class members.

VII. Summary

You should be aware of the advantages of using the following student-centered teaching methods. The group discussion encourages every member of the class to participate. The panel can be used to bring expert information into the discussion, while drama enlivens Bible truths and directs student energies into useful channels. The field trip allows students to learn outside the classroom and to share in a first hand learning experience. The project gets the students involved in research or in useful Christian service. Inductive Bible study stimulates the students to seek new insights into and application of scriptural passages.

FOR APPLICATION #4:

Visit two or three classes at different age levels and note what teaching methods are being used. (Keep in mind that some teachers may use methods not discussed in this text.) Then decide whether you feel the methods used were best for the situation. Write an essay on your findings.

Chapter 5: How to Teach

I. The Law of the Teacher

A teacher must be one who knows the lesson or truth or art to be taught. Some leadership education courses give more attention to the methods of the teacher, than to the message of the Word of God. In Christian education it is important that the teacher know the Word of God. Knowledge is the material with which the teacher works. Imperfect knowledge will be reflected in imperfect teaching. What a man does not know, he cannot teach. It has been said: "Know thoroughly and familiarly the lesson you wish to teach, teach from a full mind and a clear understanding. The teacher should know more than he has time to teach; not just enough to fill the time. The teacher who masters his subject can be at ease as he directs the class in its thought and active participation.

II. The Law of the Pupil

A learner is one who attends with interest to the lesson. Long before Spurgeon became a great preacher, he was a successful children's worker. In his instruction to his teachers he said, "Get the children's attention. If they do not hearken, you may talk, but you will speak to no purpose whatever. If they do not listen, you go through your labors as an unmeaning drudgery to yourselves and your pupils too. You can do nothing without securing their attention. Gain and keep the attention, and interest of the pupils upon the lesson. Do not try to teach without attention."

A. Attention—Nursery and kindergarten children have only brief attention spans, perhaps one minute for each year. Usually no more should be expected of them. Primary children will have an increasingly lengthened period of sustained attention. They begin to appreciate their own abilities and to enjoy longer periods of thought or discussion. By the middle of the first grade or during the second grade, well-trained school pupils begin to make the transition from much physical activity to the enjoyment of mental activity. Their attention span becomes noticeably lengthened. At any grade level the wise teacher seeks first to gain attention, then to retain it, and finally to turn attention into interest.

B. Interest—Attention is dependent on interest. It is comparatively easy to gain and hold the attention of an interested pupil. An imperative command or some clever eye-catching trick may temporarily attract attention, but genuine interest alone will sustain it. Ability to gain and maintain interest will depend on:

- Discovering the pupil's plane of thought
- Providing a lesson suited to their capacity
- Guarding against outside distractions
- Enlisting their cooperation in the lesson

Attention and interest are directly related to motivation. Motivated learning is learning that is desired by the pupil. The quickest route to motivated learning is by adapting the lesson to the needs of the pupils. If learners are given things to do that seem worthwhile to them and that meet their needs, attention and interest will be maintained.

III. The Law of the Language

The language used between teacher and the learner must be common to both.

- Study the language of the pupils.
- Express himself as far as possible in their language.
- Use the simplest and fewest words that will express his meaning.
- Use short sentences of the simplest construction.
- Explain the meaning of new words by illustrations.
- Test frequently the pupils' understanding of the words he uses.

IV. The Law of the Lesson

A. Begin with that Known—The lesson to be mastered must be explicable in the terms of truth already known by the learner - The unknown must be explained by means of the known.

Begin with what is already well known to the pupil upon the subject and with what he has himself experienced, proceed to the new material by single, easy, and natural steps, letting the known explain the unknown.

Our Lord was a master of this law. He constantly built new truths on well-known facts. His hearers were familiar with the Old Testament. His crucifixion was to be similar to the lifting up of the brazen serpent in the wilderness. His burial and resurrection were likened to the experiences through which Jonah had passed. The times of His return would be like the days of Noah and the days of Lot. Future events were portrayed in terms of things that had already happened.

B. Relate to the Former Lessons—What has already been studied may be assumed to lie in the realm of the known.

C. Proceed by Graded Steps—Athletes set their goal at an unattained level and then try to achieve it. A student must fully grasp each truth before the next can be explored and understood.

D. Illuminate by Illustration—When the advance is too rapid for the mind to follow reference to known scenes permits the understanding to catch up.

E. Guide toward Transfer of Learning—The law of the lesson also applies to the transfer of what the pupil has learned in one situation to another. When a pupil has learned to obey his mother or father, will he also obey the Lord?

If the known situation and the unknown are similar and have enough elements in common, the learner may be able to transfer his insight from one situation to another. The teacher has the responsibility to help his pupils see the common elements and the broader application of Bible principles he presents.

V. The Law of the Teaching Process

Teaching is arousing and using the pupil's mind to grasp the desired thought or to master the desired art.

It has been said: "There can be no religious integration of the self until the thinker or learner himself is involved in his thought." The teacher's activity is not effective until he arouses interest and produces action in the pupil.

Again, it has been said: "The highly personal business of fitting your child to utilize his capacities to the fullest is the direct opposite of the assembly line process."

The good teacher simply provides favorable conditions for self-learning. He does not merely impart knowledge. He stimulates his pupils to acquire it. He leads but does not stand in the way of his pupils' progress.

A. Provide Thought Material—Mental processes are limited to the field of acquired knowledge. The pupil who knows nothing cannot think, for he has nothing to think about. In order to compare, criticize, judge, and reason, the mind must work on the material in its own possession. For that reason, the pupil needs factual information, which will serve as the basis of thought.

B. Provoke Investigation—It is important to arouse the spirit of investigation. Rich educational processes begin when pupils ask who, what, when, why, where, how. The maturing mind grapples with the problems of the universe. The falling apple caused the inquiring mind of Newton to ask the question of gravitation. The boiling teakettle propounded to Watt the problem of a steam engine. The teacher should stimulate this kind of thinking.

C. Provide Satisfaction—When a pupil derives pleasure from what he is doing, he is more likely to continue the activity. This is known as reward or reinforcement. The tendency is to repeat those experiences that are satisfying and avoid those which are not.

Satisfaction will be provided where learning is helpful to the pupil in his daily life, where it meets his needs. It is the teacher's opportunity to make the learning experience worthwhile for each pupil.

VI. The Law of the Learning Process

Learning is thinking into one's own understanding a new idea of truth or working into habit a new art or skill.

The effective teacher arouses and guides the self-activities of his pupils. He also evaluates the pupil's response to the teacher's efforts. He helps pupils to evaluate new truths and translate them into the arts and skills of basic daily living.

Learning requires active interest and attention, and a clear and distinct act or process, which only the pupil can perform. He must cultivate his own mind by his own power to achieve a true concept of the facts or principles of the lesson. This law of the learning process is vital.

True learning is more than repetition. Original discovery is a thrilling, stimulating process. The discoverer borrows facts *known* to others and adds that which he has *learned* by experience.

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There are three distinct stages of learning, each one carrying the pupil toward the mastery of learning.

A. Reproduction—Require the pupil to reproduce in thought the lesson he is learning or thinking it out in its various phases and applications till he can express it in his own language. It is possible to reproduce the exact words of any lesson by committing them to memory. However, the pupil who does not understand what he has memorized does not possess the lesson. He is like a man who purchases a book only to place it in his library.

B. Interpretation—There is a decided advance in the learning process when the pupil is taught to give more than the actual words or facts that he has learned. When he expresses his own opinion of these facts, he understands what he has been taught. He has learned to deal with his own thoughts as well as the thoughts of others. Failure to insist on original thinking is a most common fault of untrained teachers. A good teacher seldom asks the question, "What...?", but asks, "Why...?" This way, the pupil learns to think for himself.

C. Application—Education is more than the acquisition or understanding of knowledge. No lesson is full learned until it is applied to life. Knowledge is power... but only when it is conquered, harnessed, and put to work. Expressing an opinion may exercise the mind. Applying knowledge affects the will and transforms the life of the learner. If practical, personal application is neglected, pupils will be "ever learning, and never able to come to the knowledge of the truth." (II Timothy 4:7) This is mere "head knowledge" and does not result in the life-changing, transforming operation of the grace of God.

VII. The Law of Review and Application

The test and proof of teaching done must be a reviewing, rethinking, re-knowing, reproducing, and applying of the material that has been taught.

Business sessions often open with the reading of the minutes of the previous meeting, and close with the minutes of that day's proceedings. There are reviews of what transpired at the beginning and end of the meeting. The first review establishes close relationship with former sessions. The second carries the day's proceedings into the next assembly. It is important to make contact with former lessons at the beginning of each lesson. It is equally essential that each day's instruction be carried over to the next lesson, and that all learning be vitalized in the lives of the pupils. Gregory says: "Review, review, Review, reproducing the old, deepening its impression with new thought, linking it with added meanings, finding new applications, correcting any false views, and completing the true." This law involves a knowledge and practice of three areas of emphasis.

A. Strengthen and Perfect knowledge—Review is more than repetition. It is an attempt to refocus facts and principles, which have been learned earlier. It also provides the opportunity to gain deeper insight and tie previous knowledge to new situations. The first viewing of a picture will not reveal every detail. The second reading of a book usually brings out facts that were missed in the preliminary perusal. So it is with Bible study. No other book needs more careful reading and study. No other book is so filled with treasures and blessings. A review of familiar, favorite passages will reveal new light and disclose new lessons.

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B. Remember and Confirm Knowledge—Review familiarizes and strengthens through association of ideas. A person who is introduced to a group of people may not be sure of many of the names. Later, when another stranger is presented, he will review names and his memory will be strengthened. The lesson that is studied only once will soon be forgotten. What is repeatedly reviewed will become part of the equipment of knowledge and be permanently remembered and used. This is the real measure of achievement.

C. Apply and Practice Knowledge—Frequent, thorough review renders knowledge readily useful. The Scripture texts which help us most are those which have been applied and used. These verses are remembered when occasion demands. Truths, which have become familiar by repetition, shape conduct and mold character. If we desire to have great truths sustain and control us, we must practice them until they become habitually fixed in our lives. The "line upon line and precept upon precept" rule of the Bible is recognition of this truth. Review is important, necessary activity; it is an essential condition of all true teaching. Not to review is to leave teaching incomplete.

D. Summary

Laws of teaching and learning govern effective teaching. These are amply illustrated in the teaching methods of Jesus.

A teacher must know his material in order to be able to teach. To communicate this knowledge, language used by the teacher must be understood by the pupil. New ideas should be introduced in terms of what the pupil already knows.

Learning, however, is done by the pupil. No learning can be accomplished unless his interest and attention are maintained. The pupil must be led to grasp the truth that is presented. As he thinks ideas into his own understanding and develops new behavior patterns, genuine learning takes place. The degree of learning can be determined and strengthened through meaningful review.

The success of teaching will be found in the diligent application of these laws.

FOR APPLICATION #5:

During this next week keep a record of the laws of learning you use in daily communication. Make a notation as you recognize your use of a law.

Chapter 6: Gathering Lesson Material

The church needs trained teachers who put their heart, minds, and very lives into their preparation and presentation. Because of lowering educational standards and the growing pressures of the secular world, Christian teachers must do a better job than ever before. You will find it difficult to hold the attention and respect of your classes unless you master the lesson.

I. Sources of Content

The demands on Christian teachers have grown, but at the same time the teaching resources available to them have also become plentiful.

A. **Bible**—The Bible is your ultimate resource and the basis for authority. You must become a serious student of the Bible—studying, interpreting, digesting, and applying its teachings. The Bible is its own best interpreter. A comparison of Scripture with Scripture throws light on obscure passages. Since good teachers help their students become independent investigators, you should develop your own ability and technique of investigation. A reference Bible will help both you and your students locate parallel passages and other information that illustrates the truth being studied.

B. **Bible Concordance**—An exhaustive concordance lists all the major biblical references for the individual words in the Bible and may also give meanings and related information. Many teachers find *Cruden's Concordance* convenient to use while other teachers who want more detailed or technical help may prefer *Strong's Exhaustive Concordance* or *Young's Analytical Concordance of the Bible*.

C. **Bible Dictionary**—A Bible dictionary provides information about events, persons, places, and words used in the Bible. Choose one that reflects an evangelical, theologically-conservative position.

D. **Bible Commentary**—After a careful and prayerful investigation of the Scriptures, you may consult Bible commentaries. Because commentaries are written by fallible and often biased people they should not be accepted as the final answer on Bible interpretation. You should consult several different commentaries.

E. **Teacher's Guide and Aids**—In studying the lesson, read the Bible several times: first for the story; then for the incidents; next for the persons mentioned; then for its doctrinal and practical teachings; and finally for the spirit of the message. Only after a background of independent study should you consult guides and other lesson helps. The teacher's guide should supplement your knowledge. It should be used with the Bible, never as a substitute for it and should not be prominent in the actual presentation. Teaching directly from the Bible reminds the students of the inspired source of Christian instruction.

F. **Current Sources**—There are innumerable sources for enriching lessons. Several of these include life experiences, libraries and current events in magazines, newspapers, radio, etc. When you are resourceful, you encourage resourcefulness in your students.

II. Selecting Materials

Teachers, like newspaper reporters, should be alert to new materials. In devotional study; in reading of books, magazines, and newspapers and in every personal contact you should be gathering material for long-range lesson preparation.

A. Plans for Future Lessons—In carefully planned curricula, each lesson is related to those preceding and those following. Taken together, they develop a complete theme. Each study must be related to the general theme for the entire unit.

To assure full, active class participation you must make assignments in advance of the lesson. This cannot be done unless you have given considerable time to long-range planning and study. Consideration of future lessons is both practical and essential to the teacher's success.

B. Provide for Needs of Individual Students—As materials are selected, you should be aware of the needs of the entire class and keep a clear focus on individual needs.

C. Meet Your Personal Needs—If you are to improve your effectiveness, you must continue to grow both spiritually and intellectually. To do this, you learn to read selectively, systematically, and intelligently. As you extend your own vision, increase your own knowledge, deepen your own spirituality, and vitalize your own faith your students will drink from rivers of living water rather than from stagnant pools.

D. Accumulating Material—Some claim that 90 percent of the ideas entering the mind are soon forgotten. One eminent educator believes that most ideas are lost in the first 24 hours. Provision should therefore be made for gathering and conserving worthwhile materials.

E. Paint Mental Pictures—If you can present facts vividly, you will appeal to your students' imaginations. But you cannot show students what you yourself do not see. For this reason, lesson material should be reproduced in mental pictures. During your preparation, occasionally close your eyes and form vivid pictures of the scenes and persons about whom you have been reading. This will develop your ability to visualize and will make your teaching more creative.

F. Provide a Notebook—Writing helps the memory retain information and preserves it for future use. Recording and filing materials make them available at a later time. If you faithfully follow a systematic way of preserving this information, over the years you will accumulate a vast wealth of teaching material.

a. **For General Information**—Never read without thinking; never think without writing. When you find something worthwhile, copy it into a notebook or on note cards along with information about the source so that it can be quickly relocated when needed. Many teachers underline important passages or use a special felt-tip pen to make them easier to find.

Facts and statistics are valuable. They form a foundation and a strong resource for class discussion. Quotations from representative leaders and educators carry authority. Information about the latest discoveries and inventions inspire wide-awake classes.

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Personal experiences and human interest stories make lessons come alive and give them emotional appeal. Many are related to the spiritual realm: answers to prayer; reports of God's providence; demonstrations of God's power; missionary adventure. These are most effective if they are related to some class member or generally known as current news events. All pertinent information should be recorded correctly, including names, dates, places, and sources of information.

b. **For Specific Lessons**—Your notebook or card file is valuable in planning for future lessons. Prior to each quarter, survey the entire series of lessons and look for ways to strengthen each one. If you learn to use your file of material, you will soon come to regard it as one of your most important teaching aids.

It is helpful to have a notebook with at least one page for each lesson of the coming quarter. Some suggest a notebook covering an entire year. Each page could indicate the lesson title and Scripture reference. As you observe or discover illustrative material, copy it on the appropriate page and thereby store up good teaching material for the future.

G. **Build a File**—In addition to a notebook of ideas and illustrations, a file of pictures, object lessons, tests, student activities, and other visual aids is useful. This material can be used again and again with different classes. The material may be filed according to the Scripture references or by seasonal themes such as Christmas, Thanksgiving, and Resurrection Sunday. Students can be encouraged to help collect material for this file as well.

H. **Summary**—Gathering lesson materials is a challenging and rewarding experience. You must constantly be on the alert for material which will enhance your teaching. The Bible and related Bible study aids should always be near at hand as they are basic study tools.

Selection of material is effective when it becomes a systematic, planned process with future lessons, and student and teacher needs are kept in mind. Where material is carefully accumulated and wisely used, it greatly enriches the teacher's work.

FOR APPLICATION #6:

Collect information and inspirational material and classify it according to subject material and age level. Include pictures, poems, articles and statistic from several age groups.

Chapter 7: Instructional Aids

An instructional aid is any device that helps teachers communicate more effectively with their students. Instructional aids are valuable for several reasons. First, they help overcome the language barrier in teaching. Most teaching is verbal, either written or oral; yet increasingly our culture emphasizes visual learning. Aids help capture and hold student attention and make learning more rapid, thus making more efficient use of class time. Students remember longer what they have learned when the aural sense is reinforced by the visual. Traditionally, instructional aids have been classified either as **impressional** or **expressional**.

I. Impressional Aids

Impressional aids are used to create impressions on the students. Among the impressional aids that you will find effective are audio devices, visuals, and audio-visuals.

A. **AUDIO AIDS**—Sound is vital to communication and equipment such as tape, compact disc and digital recorders and players can be used profitably in church education. Recordings are available on a variety of subjects such as Bible and life application stories. Recorded music might be used to set moods for the lesson, to teach new songs, or to accompany singing when an instrumental accompanist is not available.

B. **VISUAL AIDS**—Visuals reach the student through the eyes as well as the ears. One value of visuals is that students who fail to grasp a truth orally may be able to comprehend it through visual means. Included in this category are objects and models, maps and globes, pictures, bulletin boards, chalkboards and flipcharts, flannel graph, puppets, and projectors using *PowerPoint* or transparencies.

1. **Objects and Models**—Objects and models are tangible items used to help illustrate spiritual truth. A small object such as a coin, stone, or paper is easily used. Jesus frequently used objects in his teaching. When he wanted to teach his followers about the qualities they should possess, he set a child in their midst as an object lesson. On another occasion, when his enemies tried to trap him on the issue of paying tribute to Caesar, he called for a coin, which he then used as an object to make his point. A well-equipped church should also have among its materials a collection of models such as the tabernacle, temple, as well as missionary artifacts. Bible models add background and substance to the Biblical records and descriptions of life in ancient times and missionary artifacts provide realism.

2. **Maps and Globes**—Maps and globes help students become familiar with mission fields and Bible geography. The journeys of the patriarchs, the wanderings of Israel, or the campaigns of Joshua and David cannot be followed without the use of maps. Every class, therefore, should have a good set of Bible maps available. Small maps in Bibles, classroom wall maps, and maps on overhead transparencies are all helpful aids for effective teaching.

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3. **Pictures**—The skillful use of pictures results in successful instruction. Some of the great works of art depict Bible scenes. Students may need help in interpreting a picture's message and its relationship to the lesson emphasis. Too much attention to details of a picture will cause the students to remember the picture more than the lesson. Often pictures are left up for several weeks after the lesson has been taught helping the students review previous lessons.

4. **Bulletin Boards**—Often known as the classroom "silent teacher," bulletin boards use good visual form, attractive colors, and effective pictures to communicate information. A bulletin board can emphasize, remind, review, introduce, or announce a variety of subjects. Bulletin boards should be kept current and fresh for maximum impact on the viewers. To add to their learning value, students can be involved in creating and constructing them.

5. **Chalkboard, Marker-board and Flip Chart**—Every classroom should have a chalkboard or marker-board. If commercially prepared boards are beyond the budget, inexpensive boards may be made by applying special chalkboard paint to a piece of hardboard. Flip charts, chalkboards and marker-boards may be used by teachers to draw diagrams, outlines, and sketches step by step. Even the teacher's action while using these aids helps sustain attention. It is not necessary to be a professional artist to make good use of these aids. A short line, a few stick figures, a circle, or a square can represent people, cities, or events. Five things to remember when using these aids are:

- Avoid too much detail.
- Don't block the view.
- Write legibly, but quickly.
- Stand at the side of your work

Talk while writing, but do not talk to the board. Teachers will also at times have the students use the flip chart or chalkboard. Student participation will help them remember the lesson longer.

6. **Flannel graph**—Flannel graph is a very versatile instructional aid. While it is most frequently used in young children's classes, it can also be effective with youth and adults.

This medium secures attention at the very outset and, as new factors appear, interest is sustained. At the end of the lesson, the class may repeat the story, placing the figures on the board. This activity combines the faculties of hearing, seeing, and doing.

Frank G. Coleman, in *The Romance of Winning Children*, points out three basics which must be mastered if the flannel graph is to be used successfully—dexterity, suspense, and movement. First, to have *dexterity*, you need to practice the story in advance so that it flows swiftly and smoothly. The figures should be arranged in advance in the order in which they will be used. If backgrounds are to be changed during the story, these should be laid out or arranged so that the change can be made without interrupting the story. Talk as you work, but be sure to maintain eye contact with your students.

7. **Transparencies and PowerPoint**—Some teachers use blank sheets of acetate and special transparency pens to trace outlines or write comments as they teach. Many teachers find the use of a projector and a *PowerPoint* presentation very effective in teaching.

II. Expressional Aids

A distinction is often made between aids that are primarily impressional and those that are expressional. Impressional aids include all things teachers do to make an impression on students in order to stimulate them to mental activity. Expression, however, involves students in various activities that allow them to express some aspect of the lesson they are learning. Expressional activities allow teachers to evaluate what students have really learned.

To be effective, you must provide expressional activities that involve careful thinking, reasoning, analyzing, evaluating, and summarizing. This active involvement of the mind and will urges students to become "doers of the word" (James 1:22).

Expressional activities are part of good teaching. They are effective because they supplement the personality and skill of the instructor, and assist students in learning.

Impressional aids help to reach and stimulate the student's mind but they do not necessarily secure a response. Expressional activities are effective because they deepen impression, capitalize on energy, and reach the personality in such a way as to bring lasting change in the students' lives.

Children will often forget what they hear and they may forget what they have seen, but they will not soon forget what they have done. Learning is a process of listening, looking, and doing. As students express themselves they re-impress their own minds and learn the truth through a different sense channel-not only through sight and sound, but also through activity. Learning begins and continues in what the learner does. Students taking piano lessons receive certain impressions when the teacher demonstrates a musical selection, but they don't begin to learn until they practice it for themselves.

Effective expressional activities will have a positive effect on the shaping of the lesson and the lives of the students. The objective of Christian teaching is the development of Christian character and living. This requires the appropriation and application of knowledge which is encouraged by the use of expressional activities. Two very important expressional aids are student activity books and handwork projects.

III. Student Activity Books

Student activity books are important expressional aids and are included in most commercially-prepared curricula. They represent and set the pace for the students' response to instruction. These materials are only a means to an end, however, and not the end. The activities contained in these books are not just busywork to keep students occupied, but are designed to help students learn by involvement and response.

IV. Handcrafts

It is estimated that students remember 10 percent of what they hear, 50 percent of what they see, 70 percent of what they say, and 90 percent of what they do. For this reason, you should look upon handcrafts as an important part of your teaching, not just something to hold students' interests or keep them quiet. Choose handcrafts carefully so that they reinforce the lesson aims.

Handcrafts may be used during pre-session periods to help prepare students for the lesson. Since younger children may need special supervision, it is wise to have extra helpers during the craft period.

A great variety of craft materials and projects are being produced by commercial companies. However, you can also prepare excellent crafts from inexpensive materials or- from scraps of paper, plastic, glass, cloth, and metal. The church library or your own personal library should contain several craft books which present hundreds of creative ideas for crafts.

Use projects that are related to one lesson, or to a lesson series. Your class will learn more by constructing a model of the tabernacle than by just observing it or reading the description in Exodus. Making a relief map of Palestine will teach more about the locations of cities, mountains, and valleys than by pointing them out on a map or reading about them, or even by special instruction in Bible geography.

Students may also be involved in making crafts that are to be given to others or used by others. Such projects have the added value of arousing within the student a serious concern for others.

V. Summary

Every teacher's work can be strengthened by the use of instructional aids. They will help overcome communication barriers and enhance the speed and permanence of teaching. Impressional aids are primarily used by the teacher to stimulate student response. Among impressional aids are: tape recordings, objects and models, maps and globes, pictures, bulletin boards, chalkboards and flip charts, films, slides, transparencies, and videocassettes or DVDs.

There are also expressional aids. The purpose of these is to have the students make or do something that will enhance their learning. Among the most widely used of these are the students' activity books and handcraft projects.

FOR APPLICATION #7:

1. Visit a class and determine the proportion of class time spent with impressional teaching aids and that spent with expressional aids. Evaluate the effectiveness of this division of time.
2. Cut handcraft ideas from magazine, newspapers, and other publications. File these according to age groups and suggest how each can be utilized as an instructional aid.

Chapter 8: Organizing the Lesson

Most people have sat through class sessions that dealt with an interesting topic, yet the lesson was not as effective as it should have been because the teacher did not present the lesson in an organized manner. Some teachers may argue that they are just not organized persons, and thus they cannot present the lesson in an organized way. But by following a few simple guidelines for lesson organization, any teacher can present a lesson with greater impact. It will take some time and practice, but it is well worth the effort.

Good planning will allow you to make better use of your skills and natural talents. It will also enable you to make better use of the limited class time. Lesson material needs organization.

Usually it is wise to stick to the lesson plan you have prepared in advance. Yet occasionally a class situation will arise that will justify departing from it. When it becomes obvious that a departure from the lesson plan will help the students, do not hesitate to make helpful changes.

I. Ways to Organize a Lesson

There are various ways to organize material for effective presentation. It can be assembled in a logical, chronological, or psychological manner.

A. **Logical**—This consists of sorting and selecting relevant material. Different parts are arranged together logically-proceeding from the known to the unknown. This produces logical thinking and helps clarify truths to be learned.

B. **Chronological**—Large portions of the Bible can best be grasped and retained when presented in their historical relationship. God's revelation to man was chronological. In each age He revealed more of His divine purpose to chosen writers who spoke as they were moved by the Holy Spirit (II Peter 1:21). The chronological pattern is especially appropriate when dealing with narratives. Chronological organization is related to the preparation of each lesson and to the entire curriculum of Bible study.

C. **Psychological**—This method consists of planning the subject matter to fit the comprehension and experience of the students. There is little purpose in teaching truth, however significant and profound, which is beyond the comprehension of the students. Material must be adapted to the understanding or it is either never received or soon forgotten.

Both secular and Christian educators stress the psychological organization of materials. This method, however, must not take precedence over Bible content. There must be a balanced emphasis on both the application and the acquisition of God's Word. As you teach the facts of the Bible, constantly be aware of the students' needs and their level of understanding. Also realize that at times a student will be more emotionally receptive to the truth than at other times.

The young child requires materials and methods that differ from those required by the high school student. The junior has different needs than the adult. In each case the Bible is the source for the material, but the adaptation of the material is geared to the age group and its developmental needs.

II. Steps in Organizing a Lesson

A well-organized lesson is the result of several important steps. These begin with objective consideration of what should be emphasized and lead to the application of these emphases in the students' lives.

A. Determine Emphasis—Lesson emphases are based on a clear concept of the central truth in the Bible passage or passages presented in the lesson and the meaning of the passage in the lives of class members. Every lesson contains much more than can be taught during the allotted period. You must identify and concentrate, therefore, on the central truth of the Scripture passage. A thorough study of the passage, the lesson title, the memory selection, and the outline of the lesson will help determine the major emphasis.

All preparation will center on the aims of the lesson. Curriculum materials should be examined in the light of these purposes. Ask yourself: "What can I find here to meet the needs of my class members?" The teacher's guide will probably suggest general aims for the series and specific aims for individual lessons. You, however, are not limited to these aims. Since the aims in the guide are likely to be rather general, adapt the lesson aims to the needs of your class.

B. Select Methods and Materials—To allow for preparation these should be selected well in advance of class presentation. Many factors are involved in determining the methods to be used. These include the students' age and the lesson content. Vary your methods for more effective presentation.

Keep in mind that more content is needed for a lecture than for a discussion. On the other hand, more time is required if methods involve student participation. The character of the lesson will also determine its treatment. Some lessons may require the extensive use of visuals. Other lessons involving controversial material may be best handled by the use of discussions, debates or buzz groups. In others, drama, role-playing, or a field trip may be most effective.

After deciding the aims and methods, study all the available materials. Not all lesson materials can be used. Select those which will help in the realization of lesson aims. Reports; assignments, questions, Bible memory work, pictures, and other collateral material require lesson time. Using visuals, especially projected visuals, necessitates special preparation. All these materials contribute, however, to well-rounded lesson development.

C. Relate to Life—Little is gained from teaching that is not related to life. A well-organized lesson often incorporates questions, illustrations, and planned application which direct the students' thoughts to the meaning of the lesson in their personal lives.

D. Questions—Truths should be brought into prominence so that the students will recognize the train of thought, and feel that they are making progress as the lesson proceeds. You can inspire good participation by thoughtful questions.

E. Illustrations—Appropriate illustrations must be selected beforehand and included in the outline. Sometimes you might introduce the lesson with an illustration. This approach gains attention and sets the stage for the presentation. The opening illustration may be woven into the entire teaching period and then repeated or referred to at the conclusion for response. It is a rewarding experience to anticipate points that will need clarification and then to illustrate them from everyday experience such as nature, history, stories, or songs.

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F. **Application**—There is a saying that the lesson really begins with the application. This underscores the importance of application, an importance that, unfortunately, is not understood by many teachers. This important phase of preparation, however, is not difficult for teachers who have assembled and organized their material to meet the students' needs. Ask yourself this pertinent question: "How can I get my class to express in daily living the truths that I am preparing to teach?" The Holy Spirit will enable you to follow the right procedure as you pray and plan for the personal application.

III. Involve Students

Involving students requires careful thought. Teaching is more than simply lecturing. The best teachers guide their students to become independent investigators of truth. Definite assignments for each learner should be planned in advance. The desire for student cooperation will motivate you to plan and involve students through research projects and class reports.

A. **Research Projects**—Research assignments may be made for the individual or group. They may be done as lesson preparation or by the group during the class session. In either case, assignments should be definite and designed to help achieve the lesson aims.

It is not enough to urge students to study the lesson and complete projects. Even those who want to do this may be overwhelmed and discouraged by the size of the task. You must communicate clearly, helping students know how and what to study.

Suggest definite sources of help. Without proper guidance, students will not know what books to consult. With younger students, it is advisable to give them the material and offer to help them in research.

Assignments should be personal and individual. One student may be given a question to answer; another, a topic for study and report; a third, a map to draw; a fourth, some Bible references to compare. The interest, capacity, and ability of each class member should be considered in selecting the nature of the assignment. Whenever possible, every member of the class should participate.

B. **Class Reports**—Students are frustrated if they do out-of-class assignments and then are not given opportunity to report their findings in class. Plan for the presentation of all assignments and use various means to make these effective.

Formulate questions which take into account the interests of the students and encourage them to express themselves freely. Creativity should be encouraged at every opportunity. If the class has a good background of Bible knowledge or is making an intensive or extensive study of the lesson, individual student may use their assigned topics to introduce general discussion. Class members will usually participate in any discussion they introduce. Failure to secure initial involvement may hinder full cooperation. Under your skillful leadership, even the timid and the slow learner can be drawn into class activities.

C. **Student Teaching**—In classes for older youth and adults, it is sometimes profitable to have one of the students teach the lesson. This experience for the student teacher should be carefully supervised, so that each class member will have a genuine learning experience. Brief the student teacher before the class session. During a post-session evaluation encourage the student teacher to peruse training courses to prepare for future teaching.

IV. Plan the Lesson

A lesson plan should be brief, simple, and practical. It aids in directing and organizing lessons. Preparing a good lesson plan will actually conserve time and effort. Following is a suggested lesson plan. The steps necessary to prepare have been summarized and placed in this outline. You may, however, adapt this plan to your specific needs.

- | | |
|--|---|
| <ol style="list-style-type: none">1. Lesson Title & Date2. Scripture, Memory verse, key verse3. Central Truth & Lesson Aim4. Lesson Outline5. Approach (create a readiness for learning)6. Development (include: selection of teaching methods, audio, visuals, questions, and illustrations) | <ol style="list-style-type: none">7. Application (suggest specific ways that the lesson may meet the needs of the students)8. Response (something students can do to show they have learned the lesson content) Possible assignments for the following lesson9. Evaluation of the Class Session (to be filled in after the lesson has been taught) |
|--|---|

Trained, experienced teachers often prepare their own outlines of material and procedure. Inexperienced teachers may prefer to use outlines suggested in a teacher's guide. With study and experience, however, all teachers can soon learn to construct their own outlines and lesson plans.

The ease, effectiveness, and conclusiveness with which the lesson is taught depends largely on the clarity of the outlines. Facts should be listed in the order of their importance under the topic or division to which they are related. You can easily prearrange the climax so that it comes in the concluding minutes. If there is insufficient time for every detail, cover the main heads of the outline, omitting some secondary topics. Following this plan will insure enough time to complete the lesson.

V. Summary

Successful teaching requires the careful organization of material according to a clear lesson plan. The central truth of the lesson and the needs of the class members will provide the basis for selecting an aim. The lesson outline is then developed which will achieve the aim most effectively. Of particular significance is the involvement of the student in the teaching experience.

FOR APPLICATION #8:

1. Ask several teachers to give you a copy of a lesson outline they have used in teaching. Try to determine what portions had been especially well prepared and how detailed the outline was.
2. Select an appropriate portion of Scripture and prepare a lesson plan for teaching the age group in which you are interested.

Chapter 9: Teaching the Lesson

Effective Christian teaching is the result of the Holy Spirit's empowerment. This, however, does not eliminate the need for a practical knowledge and studying of good teaching techniques. Spirituality and correct methodology are not mutually exclusive. Unless there has been careful, prayerful, Spirit-guided preparation, teaching is likely to be fruitless.

Training also is essential. Pursuing a training course does not guarantee that teachers are qualified, but training does help establish the basic knowledge, attitudes, and skills of teaching.

For well-trained, carefully prepared teachers, each lesson is a welcome opportunity for Christian service. While some teachers may memorize their lesson plans, most will want to have them with them in class so they can be referred to readily.

I. Lesson Preparation

In order to emphasize the Bible as the source of authority, lesson plans and notes should be written on sheets of paper that can be folded and placed inside the Bible where they will be unseen by the students.

Teachers who have given adequate time, prayer and thought to plan their lesson are now ready to work their plan. The campaign for attention and interest begins before the first student arrives. Be in the classroom early (15 minutes before class begins) so that you can greet the students as they arrive. Being habitually late is, by your actions, suggesting that the class or the students aren't important. These few minutes are not wasted, be praying for them as you prepare your classroom.

II. Lesson Approach

The teacher's first sentence may determine the success or failure of the entire lesson. The results that follow depend on the spirit and method of the lesson introduction. The most carefully made plans avail little if you fail in your approach to the lesson. The first concern is to establish right attitudes and interest among the class members.

Contact with the Class—Students are motivated in various ways to come to class. Some come because they are brought by parents. Others come out of habit. Many come because they enjoy the fellowship of friends. Probably very few come because they have a sincere desire to study the Word of God.

How do you deal with these attitudes that may range from indifference to outright antagonism? First, establish a point of contact. Convince the students that you have something to offer that interests them and meets some of their needs. Next, arouse interest in learning. Finally, focus their attention on the lesson. No introduction, regardless of how interesting it may be, is a success if it does not open the door to the lesson. (Bowman, *Straight Talks About Teaching in Today's Church*, Philadelphia, Westminster Press, 1967, p. 38).

III. Ways to Arouse Genuine Interest:

There are numerous ways to arouse genuine interest. Among these are current events, stories and illustrations, provocative questions, and the use of visuals.

A. **Current Events**—You may secure attention by referring to some current news. Teachers who are well informed and keenly interested in the week day activities of their students should have no difficulty at these points.

B. **Stories and Illustrations**—A well-told story arouses and sustains attention. A picture or an object gains immediate response

C. **Provocative Questions**—The questions to ask should relate directly to the lives of the class members and also to the theme of the lesson.

Examples: What would you say if someone asked why you go to church?
What would you do if you were blamed for something you didn't do?

D. **Visuals**—A picture, maps, objects, filmstrips, or other instructional aides can be used effectively to create interest in the lesson. Students can be drawn into the theme of the lesson by being asked to answer certain question relating to a map or object that is displayed prior to the class period.

E. **Relating to Previous Lessons**—A lesson is more effective when it is seen as a part of a total unit or pattern. Use a variety of ways to tie the current lesson in to what has preceded it and what is to follow it. Also lead the students to see how the lesson will meet some of their needs.

F. **Review**—Each new lesson is part of the overall curriculum. Recent lessons should be carefully reviewed and the day's lesson associated with them. It also will help the student to know what place the lesson has in relation to the entire Bible. Review procedures should be varied and fresh. Time used by reviewing previous teaching is time well spent. More real progress can be made in 30 min. after 5 min. of review, than in 35 min. of teaching a disconnected lesson.

G. **Announce Subject Naturally**—An interesting, informative, and perhaps surprise presentation may grow out of the review period. The announcement of the topic of the lesson should attract as much attention as the headlines of a newspaper.

H. **State Objectives**—Not all lessons need the same treatment. When there are missionaries or other special or seasonal lessons, the object of the lesson can easily be announced in advance.

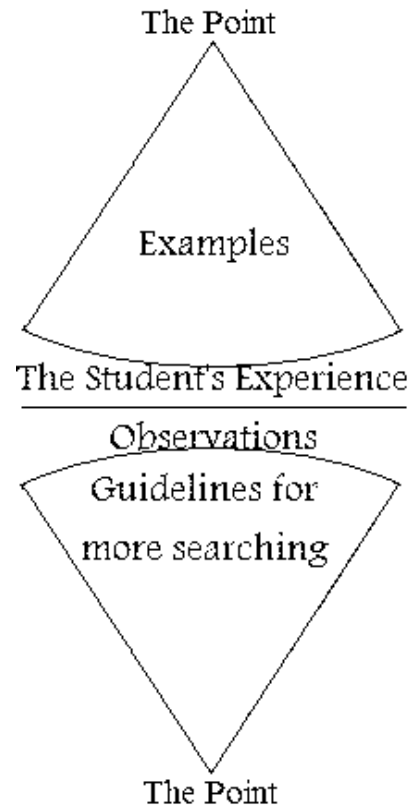
I. **Present Lesson Outline**—Like the leading a newspaper item, there is value presenting a leading thought to stimulate interest in what is to follow.

IV. Lesson Development

“Well begun is half done.” Having introduced the lesson, proceed remembering that you do not actually teach unless someone learns.

A. Stimulate Thought—To get your students thinking, the question and answer method may be very effective. Whenever information is imparted the class should be expected to think it through with you. **1)** One method of guiding thought is the pattern of deductive thinking. The teacher begins with a principle or general statement. **2)** This is followed by a number of illustrations then students are involved in seeking further examples from their own lives. The deductive method is like a cone.

B. Encourage Expression:--When students have the opportunity to express lesson principles in their own words, they are more likely to remember them. Through the use of the inductive method of teaching. Use this approach, begin with a situation or problem or perhaps a series of problems to enlist the help of the students in gathering facts or illustrations. This information is then evaluated in the light of the scriptures, and the class arrives at laws, or general principles, shown by the point on the cone.



V. Lesson Application

Teachers should lead their classes to face specific situations in which they need to practice the Christian ideal. With constant emphasis on the application as well as the acquisition of knowledge, especially in the early years, students will learn and will make application of the lesson to their choice of conduct, course of action, attitudes, and overall spiritual life.

Because there is mental activity as well as physical, at times self-expression may take the form of self-restraint. Refusing to say or do what is wrong is still self-expression. Character is made up not only of impulses but also of restraints.

You need to understand that even mature Christians will not always agree upon the most appropriate way to apply Bible principles to real life situations. So these disagreements sometimes arise in class discussions. Such disagreements can be the basis for spiritual growth when they are conducted in an atmosphere of love and forbearance.

VI. Lesson Conclusion and Response

The lesson should not end abruptly, and careful consideration should be given to a good conclusion. You should plan for three to five minutes of unhurried and prayerful application.

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A. Summarize the Lesson—One effective way to conclude a lesson is to summarize it. Questions or class discussions may break into the planned outline, but take time to sum up the results of the class period emphasizing the fundamental facts of the lesson. What are the important truths? What practical lessons have been taught? What final response should be made? How has Christ been revealed as the Savior? How can the lesson be demonstrated and applied at home, at school, at work?

B. Use Illustrations—Some teachers have a flair for using dramatic illustrations. They may close a lesson with an appropriate illustration that touches the emotions of the students. This type of conclusion is usually most effective when the main lesson aim is to produce a change in attitude.

C. Anticipate Future Interests—The closing minutes of the lesson period provide a good time to prepare students for the truths that will follow in successive lessons. They can experience a panoramic view of the days and weeks ahead which will stimulate eagerness by whetting their learning appetites.

Before the class is dismissed, refer to the next lesson and present plans for each student's participation in it. This is a good way to arouse interest and make assignments.

D. Arouse Interest—Teachers want their classes to come back enthusiastically. By some startling statement or striking question, curiosity and interest can be aroused. Authors usually conclude a chapter so that the reader can hardly wait for the next chapter of a serial story. In the same manner, finish the day's portion of "the most interesting story in the world," with such a climactic ending that the entire class will look forward to the next session.

E. Make Assignments—Assignments must be carefully planned ahead of time, but the animated way in which they are assigned will determine the interest and enthusiasm of class members. These assignments should not be limited to academic activities such as reading the student text or quarterly or completing the workbook. They should include activities that involve applying the lesson to life situations. Most students find these more interesting than reading or writing assignments.

VII. Summary

Teaching is a skill which can be learned and improved. You can increase your effectiveness by carefully following planned procedures.

Utilize the initial class time to capture interest and attention. This begins when the first student arrives. During the introduction of the lesson, it is helpful to establish contact with the class in order to relate the lesson to their thinking.

You will present your lesson according to the plan you have developed. In doing this you stimulate students to think, to express their thoughts, and to apply the lesson to their own lives. Both the inductive and deductive teaching approaches are fruitful procedures.

FOR APPLICATION #9:

In outline form, prepare two sets of teaching plans for a passage of scripture using the deductive method for one and the inductive method for the other.

Chapter 10: Good Discipline

God is the author of law and order; satan is the author of confusion and chaos. The words *disciple* and *discipline* come from a word that means *trained in orderliness*. (I Cor. 14:40)

The Bible also teaches that children are to be brought up in the nurture and admonition of the Lord (Ephesians 6:4). Nurture is instruction; admonition is discipline. Teachers and leaders must not only instruct, but also exercise discipline. Disorder interferes with learning. Disorderly students interfere with the teacher's efforts.

Students who are well behaved and obedient in other places may be disorderly in class. Why? Perhaps teachers do not know how to express orderliness. If they will speak with the authority of God's word, its teaching will bring effective results.

I. Setting the Pattern:

A. **Importance of a Pattern**—Order is contagious. So is disorder. One unruly student affects another; each distraction leads to another. Leaders or teachers with poorly prepared programs invite trouble. An orderly atmosphere will command attention and respect. If chairs are properly arranged with materials in their places, the students will likely leave them that way. Teachers and leaders should set a good example. To stimulate good behavior, check the classroom equipment and procedures.

B. **Proper Equipment**—Check well in advance of the class period to be sure that needed supplies and equipment are ready to be used.

C. **Comfortable Surroundings**—Classes should meet under favorable physical conditions. Students will not sit quietly if they are uncomfortable in chairs that are too large or too small. Poor ventilation and extremes of temperature also contribute to discipline problems. Christian education classrooms should be as comfortable as regular school classrooms. Lighting ought to be suitable, neither too bright nor too dim.

D. **Few Distractions**—Within the teaching situation, several things can be done to avoid distractions. Noises and activities may distract students, but drapes and insulation can often reduce outside noises. Divide large groups to separate disruptive students. Use curtains and temporary partitions to divide large teaching areas containing several classes.

Some administrative leaders interrupt the lesson to distribute offering envelopes or literature or make announcements which may upset the teacher, the class, and the lesson. Advance planning will usually find ways to take care of these matters. Superintendents should protect their teachers from these distractions so that they might have sufficient time and privacy for the lesson.

E. **EXAMPLE OF THE TEACHER**—The student's conduct will be affected by your example. Give special attention to your own physical, mental, and spiritual life.

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F. **SELF-CONTROL**—Most teachers hope that God will transform their class members into quiet, attentive students, but few teachers pray for their own self-control. Spirit-controlled teachers are victorious. Even the most extenuating circumstances should not cause you to lose control of yourself. Teachers who do not control themselves are not likely to control others. Many things may try your patience, and you need to be on guard lest you become irritated and impatient.

Students quickly discover if you are in a state of confusion and they will disregard your leadership. To be effective, experience the "fruit of the Spirit" and demonstrate the grace that makes pleasant and cordial relationships between you and your students possible. The calm, quiet, forceful mastery of Christ impressed his listeners and made them listen to his words. In every controversy he was master of the situation.

G. **SELF-IMAGE**—Students quickly perceive the teacher's self-image. You need to undertake some honest self-exploration. Discipline problems may be related to your own emotional stresses such as fatigue, a quarrel at home, or job insecurity.

Sometimes lack of confidence comes from inexperience. Students will occasionally take advantage of inexperienced teachers. This in turn causes teachers to become discouraged and feel that they are not cut out to be teachers. Beginning teachers can take some consolation in the fact that probably every teacher has gone through this experience at some time. If you become frustrated or feel inadequate because of any of these factors, do not hesitate to counsel with your superintendent or fellow teachers. They will be sympathetic and can offer many helpful suggestions.

H. **PREPARATION**—Teachers must be masters of their subjects if they are to influence their students. The lesson itself should keep order. Poorly prepared teachers will have trouble. Orderliness in instruction leads to orderliness in conduct. Disorder leads to inattention and a lack of interest.

II. Orderliness of the Student

You should not feel totally responsible or guilty because you are not always able to maintain perfect order in the classroom. Disorders may be caused by external conditions or by students' personal problems that have nothing to do with you or the quality of your teaching. Some disorderly students may be thoughtless, restless, or unknowingly self-centered.

A. **THOUGHTLESSNESS**—Learn how to distinguish between students who are merely thoughtless and those with problems that are more deeply rooted. For example, some students act irreverently because they have never been taught how to be reverent. This is sometimes a greater problem when students come from unchurched backgrounds. But even students, who have been taught reverence for sacred things, find it difficult at times to carry out their best intentions.

Many churches provide systematic training in the early years of a child's life. They believe that reverence *for* sacred things can become a part of life. If proper conduct patterns are formed early, students will be more likely to follow them later on.

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B. RESTLESSNESS—Nervous tensions, frustrations, and hyperactivity are on the increase. It is not uncommon for you to have students in your class with serious emotional disorders. Some of these problems may be physical in origin; others may arise from unstable home conditions. Unless you are a trained psychologist you cannot be expected to deal with serious emotional problems. Yet you must try to help these students.

If you teach children, recognize that they will be active. God made them so that they want to shout, run, and jump, not sit quietly for long periods of time and listen. Since they delight in activity, they will supply their own if you do not keep them involved. These alert, energetic students need a full program of activities that will allow them opportunities to participate in the lesson. Since variety will help hold their attention, plan several different types of activities, changing from one to another when student interest begins to wane.

C. SELF –CENTEREDNESS—From the minute they are born, individuals are self-centered. Only through teaching and experience do they learn to be generous and to share. When they come to class, many young children have had little experience playing and sharing with others. They need extra love and attention to help them work with the group.

Some people feel rejected and unwanted. In an attempt to gain attention, they sometimes are disruptive. Openly reprimanding the students can sometimes make the situation worse, because, in a negative way, a scolding gives them the attention they want. Instead, try to give such students tasks or assignments that will meet their emotional needs and at the same time make a positive contribution to the class.

Learn to use disruptive behavior in creative ways. Here is what one preschool teacher did when an energetic student blew a whistle in class. The teacher said, "Johnny has a whistle. A whistle is a good thing. What is a whistle good for?" Several replied. Then the application was skillfully made. The warnings and admonitions of the Bible were referred to as God's manner of attracting attention.

The Bible says, "Blow the trumpet in Zion" a whistle blown for God's people. The theme was developed helpfully. In the course of the diversion the teacher asked for the whistle, took it in her hand, commented on its construction, and assured Johnny she would return it after class.

III. Guidelines for Discipline

Good discipline does not just happen. It results from specific preparation on your part. The following suggestions will help reduce discipline problems.

A. Understand the Purpose of Discipline—Quiet, controlled students and undisturbed classes are not necessarily the ideal toward which discipline should lead. Discipline looks beyond immediate emergency situations. There will always be those occasions where your immediate action will be necessary. However, external control is only temporarily effective. Young students need help in the maturation process to develop satisfactory images of themselves so they will grow in inner control as well.

B. Lay a Foundation for Discipline—Discipline begins with the general atmosphere which you establish. Loving the students, exhibiting a spirit of warmth, meeting their needs in teaching and developing personal strength through faith in God will set the stage for increasing discipline.

Early in the classroom experience students should become aware of the type of behavior which is expected. Guiding class members to see and accept the right behavior is the secret of good discipline.

C. Deal with the Source of the Problem—There is a tendency to label some students as mischievous, rebellious, or malicious, when they do not measure up to standards of behavior. It is important to remember that students are by nature active and lacking in self-control. Many things they do may be normal behavior at their age.

Often students' behavior is a signal that there are deeper, underlying problems. When students bully others, show off, or are destructive, they may be saying, "Help me with my problems." Serious mistakes can be made when you fail to uncover the real problem.

D. Establish Positive Relationships—Many discipline problems can be resolved through a deep concern for the welfare of students and a relationship of love and acceptance.

Authority or superior physical strength may curb unwanted actions but only temporarily. Another method is to repeatedly lecture disruptive students about what they should or should not do. But these lectures often fall on deaf ears. The long-term result of negative action may be more rebellion. Positive relationships are needed.

A better way is to exhibit genuine respect for students as individuals in their own right and evidence a deep desire to help them.

E. Clarify Rules of Behavior—Students can participate in establishing acceptable patterns of behavior in the classroom. Often they will be more stringent in their demands than you might be. Students also can be called upon to assist in enforcing behavior.

You are responsible to help all class members know what is expected. Students should know when they may talk or walk around, that destruction of property is not allowed, and that all persons have equal rights and opportunities. Unfamiliar and vague rules contribute little to good discipline. It is also important to enforce the rules fairly, without playing favorites.

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F. Work in Cooperation with the Home—Teachers and parents share responsibility in helping children become disciplined individuals. Usually, a discussion with parents concerning unruly children will be helpful, both for parents and teachers. Sometimes causes of problems can be discovered by visiting children in their homes. Discussions with parents should be private so that children do not feel the adults are joining forces against them.

G. Be Adequately Staffed—Sometimes discipline problems arise because teachers have too many students in a classroom that is too small. In these situations, good discipline requires that classes be adequately staffed. As a general rule, the younger the children, the smaller the ratio should be between students and staff members. Try to be assigned sufficient space and staff for your class to function in a work environment.

H. Pray Faithfully for Each Member—Plan, work, teach, and pray that the grace of God will transform each student in your class. The problems, disciplines, and sacrifices will all be forgotten in the joy of watching students accept Christ and grow in grace.

IV. Summary

The concern for discipline is basic to all Christian education. Your aim is to help every person mature toward Christ-likeness. This includes the development of self-discipline and inner-directed behavior in keeping with Christian goals and values.

Various sources of discipline problems can be eliminated by giving attention to equipment, surroundings, and distractions. But essentially, good discipline begins with you. Your self-control, instruction, and self-image will be perceived by the students who will respond in keeping within established patterns.

Teachers need to understand that discipline is more than enforced good behavior. It is the effort to help students develop inner control. Knowledge of the student both personally and generally, will help to identify the source of problems. You should recognize normal behavior and also behavior which stems from deep, underlying problems.

Warm, accepting relationships with the class members will go far toward solving behavior problems. In addition, recognize that you are not working alone, but rather with parents who share your concern for the growth of the children and with the Lord who is interested in the best for all students.

FOR APPLICATION #10:

1. Evaluate your own teaching objectively. Consider any ways you might be contributing to disorder. You may want to ask someone to observe your teaching and assist you in evaluation. Prepare a list of ways you can improve. You may find it helpful to audio or video tape one or more class sessions. Listening to and or seeing oneself teach is often a most revealing experience.

Chapter 11: Applying the Lesson

A basic purpose of all Bible teaching is to affect change for good in the lives of students. Education includes both acquiring knowledge and its use. For this reason, teachers should not be satisfied with their teaching unless students not only learn Bible truths but begin to apply them to their lives.

I. Importance of Application

You are responsible to help shape the lives of your students. To do this you teach the Word of God. You must also help your students develop godly character and maturity as well.

A. **Character Building**—Sincere teachers look for response in students' lives. When Godliness is manifested, they know that the word of God has been effective and the lessons have been learned. It is impossible to separate Christian character from Christian living. Christian character is developed by living and expressed through living. The outward Christian life is the result of the Christ-formed character within. When Christ is acknowledged as Lord the learner will be mastered by God's Truth and will establish habits of study, prayer, reverence, worship, obedience and unselfishness. An urgent desire to cultivate these habits should motivate Christian teachers.

B. **Christian Growth**—Christian character grows by expression not through dreaming or wishing or talking. The habit of doing nothing is as devastating as the habit of doing wrong. In cooperating expressional encourage activities in the teaching program will encourage positive, active Christian character. Christ's teaching method included a strong emphasis on application. People develop Christian behavior patterns in the same way. They learn to pray not by defining or describing prayer, but by prayer. They learn to study God's word by actual use of the Bible. They become reverent, obedient and unselfish by practicing these virtues.

C. **Spiritual Foundation**—The word of God provides the foundation for Christian life and living. The Bible is changeless in every changing age. (II Timothy 3:16) The human heart is deceitful above all things. (Jeremiah 17:9) Students cannot build Christian faith on the foundation of every day human experience. The Bible is the chart and compass. The Bible deals with life by recognizing sin and supplying God's remedy. Bible-centered lessons aimed at life-centered needs provide the most effective curricula. Our Lord laid great stress on application based on the word of God. (Isaiah 6; Luke 4:16-21) His exposition provided an up-to-date application. He said the words of the prophet were fulfilled that very day. Years later, after his resurrection on the road to Emmaus, he drew from them the reason for their real. We met their comforted life situation and comforted the sorrowful disciples by "expounding unto them in all the Scripture the things concerning him." (Luke 4:16-21). This was his method of Bible teaching. It was applied instruction. It was aimed at human need.

II. Your Example

The Spirit of God applies truths of the word to student's lives. However, the Spirit often uses teachers to clarify the meaning of a lesson both by actions and attitudes.

A. **Actions**—Teachers cannot successfully relate truth until they have applied it to their own lives. Students must constantly see exemplified in you, the Biblical truth you wish them to apply to their lives.

B. **Attitudes**—Truth is shared through relationship as well as transmitted by words. A recent study demonstrates that the attitude of junior high students toward God is not dependent on the amount of their Bible knowledge. Their attitudes are dependent on those expressed by their parents. Teachers also transmit their attitudes to students. Many young people have testified that while they forgot the verbal instruction received in their youth, they could never forget the exemplary lives of Godly teachers. The lesson must affect you before it can bless the class.

III. Planning for Application

The application of the lesson is vitally related to your aim. In lesson preparation, keep your student's needs insight. In order to do this you must personalize the lesson, relate it to life, and involve students in applying it to their own experiences.

A. **Personalize the Lesson**—Application is based on student understanding and comprehension of Biblical truth and then personally relating to it.

1. Ask probing questions.
2. **Lead** students into actual or imaginative predicaments that require the application of the truth.
3. Focus attention on un-Christian attitudes and activities.
4. Allow the class members to express doubt, wonder, skepticism, and curiosity about points of application.
5. Help students interpret their own experience.

IV. Emphases of Application

There are several areas of spiritual development in which application of lesson content should be evident:

A. **Salvation**—Your primary goal should be leading all of your students to Christ.

B. **Spirituality**—After conversion, the student should be given opportunities to grow spiritually. Regular attendance at church, Growth in grace, worship and Christian fellowship will aid in this. The aim of spirituality is the mature person in Christ (Ephesians 4:13). As the reality of Christ increases by faith, the fruit of the spirit will also become more evident (Galatians 5:22,23)

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C. **Relate to Life**—Until early adolescence, students have a limited power of generalization. They do not readily see the underlying principles of Biblical teachings which apply to many different situations. You cannot force change upon those you teach. Students must be confronted with the Word and see its relationship to their own needs, before they are ready to make a personal response.

D. **Involve Students**—Learning will be more effective when students participate in making the application. Sometimes the entire class can agree to select a certain behavior pattern, an attitude, or an activity which reflects the emphasis of the lesson. They may agree to follow this behavior pattern or set of values during the coming week. This can be followed by an evaluation of results in the view of the lesson the following week.

E. **Stewardship**—The development of spiritual life also involves the students' personal responsibility for their use of time, abilities and possessions. The actual sharing of possessions provides the best learning. Each generation needs training to be liberal, systematic, cheerful givers. Students need information about the object of their gift as well as why they give. This will encourage them to practice Christian stewardship.

F. **Service**—An adequate curriculum, properly taught should lead students to a personal responsibility for their talents. Christians need to live for Christ in their own home. Children as well as adults should realize their responsibility for happiness at home. They should be encouraged to participate in the care of home. All students also should be impressed with their responsibility to the church. This implies regular attendance, systematic contributions and active participation in its programs. Students should be encouraged to invite new people and visit those whose attendance is irregular or dropped out entirely. Service should also extend to other lands and missionaries. Students must be brought to see their responsibility for evangelizing the entire world. (Mathew 28:19,20)

V. Summary:

The final test of all teaching is in the changed lives of students. Much learning takes place through relationships. Students learn from what teachers are. The teacher must constantly strive to personalize Biblical truths, relate it to life situations. The evidence of successful application is salvation spirituality, stewardship, and service.

FOR APPLICATION #11:

After tracing the teaching ministry of Jesus in the gospels, discuss times when Jesus' teaching was immediately applied and times when the application took place later.

Chapter 12: Evaluate Your Teaching

Evaluation of teaching is important. Most teachers are surprised to discover how little knowledge is actually retained by their students. Hence, there is a vital need to evaluate teaching methods and emphases and to review lessons. Sooner or later every teacher's effectiveness will be judged, not only by men, but also by God. (I Cor. 3:1-15)

Those who evaluate their students find that a major difficulty is the inadequacy of their own teaching. If evaluation programs are planned, it is important that you impress students at the time of class presentation with the facts you wish them to remember.

I. Oral Participation

Much of the evaluation can be done by means of well-conducted oral participation. This should be more than a mere repetition of exact words or phrases. Student knowledge is examined to determine whether it is clear or confused. Students should be encouraged to say in their own way what they understand to be the truth. If teachers are to obtain a true picture of student understanding, the questions asked should be thorough, searching, correct, and inspiring.

Be alert to attitudes and knowledge as expressed. Frequently, students not understanding one word or phrase will break communication and you should immediately explain it. This approach requires preparation by the teacher as well as the student.

II. Student Preparation

While it is difficult to get students to study at home, they will if two principles are followed. Teachers must expect cooperation and must recognize students' preparation. Carefully assigned preparation leads to a willing; intelligent response from the class. Students need guidance, assistance and a clear understanding of what they are expected to know. Sources for securing the needed information also should be provided.

III. Class Participation

Wise teachers do not call on individual students to answer specific questions unless they understand their class members very well. Often younger students are encouraged to participate by asking the questions in the form of a game. The "concert" method or the "consecutive" method seldom works.

Assuming there has been home preparation and previous study, there are the question method and the topical method which are widely used: **1) In the question method**, teachers unfold the subject systematically and logically by the wise use of questions. Questions should not be stereotyped. They will, to a large extent, be prompted by the previous responses of students. This provides freshness and spontaneity. **2) The topical method** compels students to state their opinions. It makes them responsible for organizing their own thoughts and expressing them. Your guidance will keep the students from getting detoured. Combining the question and the topical methods will evaluate what the students know and provide them with an opportunity to support their opinion.

IV. Written Examinations

Written tests are an accepted part of general education. Yet many persons have had unhappy experiences with them, so use discretion. Many people relate examinations to wearisome, last-minute cramming, or the painful experience of trying to put on paper what has been laboriously or hurriedly memorized. They are concerned about unanticipated questions and unanswerable problems. The result is that church teachers and students alike have avoided testing in general. Yet, if teaching is taken seriously, and is earnest, thoughtful, and skillful, various methods of testing can be used effectively. A well-designed examination challenges students to rethink what they have learned and to express their learning in a life-related context. You also may require the preparation of a paper to show research work. This independent study has genuine educational value.

V. Bible Knowledge Tests

You are closely involved in Bible testing. You prepare the questions and judge the answers. You may assign topics and evaluate the response. Often the use of a pretest or carefully planned discussion before beginning a series of Bible lessons will reveal what should be emphasized in class and provide a basis for comparison when an examination is given. Teachers who understand modern testing procedures know that they can be interesting, stimulating, and extremely profitable. If corrected immediately they also can be a learning experience.

A. **AREAS OF TESTS**—Test in at least four areas of Bible knowledge:

1. **Historical**—There are many historical facts in the Bible narrative. These should be studied chronologically. For examination purposes, the facts may be jumbled and students asked to rearrange them in logical order until the information is impressed upon their minds.

2. **Biographical**—Students may be asked to identify Bible characters, arrange the names in chronological order, or supply missing information or events.

3. **Geographical**—On an outline map students can locate the cities, sections, and countries where important biblical events took place. Small maps may be reproduced, purchased, or drawn by the students. It is important that all students be familiar with the geographical factors connected with their Bible study.

4. **Doctrinal**—It is vital that students know the great doctrines taught in the Scriptures and where they are found. These doctrines provide direction and motivation for students' Christian commitment.

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B. TYPES OF TESTS—Many types of tests have been used successfully in general education. The same types have been adapted for use in Christian education. Often the publishers of curriculum material include suggested tests in student books and teachers' guides. It is generally preferable to use what are called "objective" tests. These require specific answers and can be quickly and accurately scored. Here are four familiar types:

1. **True or False**—In this type of test the students are given a series of statements. Each statement is evaluated and the student indicates whether it is true or false. The answer can be written on the question sheet so designed that the students circle or underscore the correct answer. The following example is based on Luke 2:47-52.

- (1) The wise doctors were surprised at the wisdom shown in Jesus answers. T or F
- (2) Mary and Joseph did not understand what Jesus told them. T or F
- (3) Jesus stayed in Jerusalem at the Temple after Mary and Joseph found him. T or F
- (4) Jesus was obedient to his parents. T or F
- (5) His mother forgot all about what had happened. T or F
- (6) Jesus kept growing in wisdom and stature, and in favor with God and man. T or F

2. **Completion**—Completion tests are more exacting than true/false tests. In the true/false test there is a 50% chance of guessing right. In completion tests, students fill in the information indicated by blank spaces. The answer may be one word or several words. Teachers may indicate the number of words in the answer by making a separate blank for each word. The following example illustrates what might be done after studying II Kings 20.

- (17) Hezekiah was sick unto _____. The prophet who came to see Hezekiah was _____ that told Hezekiah that he was going to _____.

3. **Multiple Choice**—Multiple choice tests offer an effective way to discover students' knowledge. In this geographical test, students underscore the correct answer.

- (1) Jerusalem; Nazareth; Capernaum; Bethsaida didn't see many mighty works because of _____ of unbelief.
- (2) The province through which the Jews hated to pass: Berea; Judea; Galilee; Samaria.
- (3) Jesus was always welcome in the village of Bethany; Nazareth; Gergesa; Jericho.

4. **Matching**—The matching test is usually popular with students. It requires only the use of lines or numbers. In the following example, students are told that the book of Philemon contains the names and identifying statements of eleven persons. They are asked to match these by drawing a line from the name to the correct statement.

- | | |
|--|----------|
| The "brother" whose greeting Paul sent | Epaphras |
| Runaway slave | Paul |
| A great missionary in prison | Philemon |
| A rich man of Colossae | Timothy |
| A fellow-prisoner of Paul | Onesimus |

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C. BEHAVIORAL RECORDS—The tests just described are used to determine the students' knowledge of Bible content. Teachers also desire to measure spiritual growth and behavior. This is more difficult because life consists largely of habits of thinking, feeling, or acting that have become deeply rooted through repetition. Younger students need assistance in the formation of right habits. Church teachers and parents should cooperate in this important ministry. Jesus emphasized this phase of Christian instruction when he said, "Whosoever heareth these sayings of mine, and doeth them, I will liken him unto a wise man, which built his house upon a rock" (Matt. 7:24). Among several ways to measure behavior are the use of records and self-rating scales.

1. **RECORDS**—Successful Christian education programs are not satisfied with mere records of attendance. Several excellent systems have been developed to record additional information, including the interest and response of students. These systems tabulate such items as lesson preparation, church attendance, family background, punctuality, use of Bible, prayer life, witnessing, enlisting new students and offerings.

2. **SELF-RATING SCALES**—An important objective of Christian education is to lead students to become mature, serving Christians. Progress toward this goal does not come instantaneously, nor does it come steadily. Growth takes time and it often comes in spurts. Further, growth in every aspect of one's character does not progress at the same rate. For example, the students' growth in stewardship may develop more rapidly than in the areas of witnessing. Or their devotional life may be growing richer while their relations with their families and friends show little improvement.

To help measure spiritual growth, self-rating scales are useful tools. Two types of scales can be used. One provides self-evaluation in terms of the frequency of an action:

(3) Providing help for a person in trouble. **always/usually/sometimes/seldom/never**

Another kind permits evaluation in terms of a scale and students are asked to evaluate their behavior on a scale of 1 to 10, where 10 is the best score.

a) Witnessing to friends. **(circle a number) 1 2 3 4 5 6 7 8 9 10**

A class can identify a number of Christian behavior patterns based on the lesson. On this basis a simple tool can be constructed.

D. EVALUATING ATTITUDES AND CHOICES—Christian teaching should lead to the formation of biblical attitudes and choices. Teachers need to be concerned about evaluating for growth in these areas, but it is not easy to measure such progress. Since the Holy Spirit is involved in regeneration and spiritual growth, objective measurements are not always possible. No one can understand the Spirit's mysterious operations or know the time when conviction is brought to the heart. Teachers must be sensitive to the moods of their classes. They must know how to take advantage of the moment when the time for decision has come. The greatest joy you can experience is to be able to lead one of your students to a saving knowledge of Jesus Christ.

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E. **SUMMARY**— Teachers and leaders repeatedly indicate that many church education students possess only minimal Bible knowledge. Although church educational programs have avoided the use of testing programs responsible teaching includes an 'evaluation of results. These results are not limited to Bible knowledge, but extend to attitudes and behavior.

A simple approach to determine student knowledge is the use of the oral participation method. Through the skillful employment of questions students are given the opportunity to share their knowledge, insights, convictions, and decisions. It also is possible for teachers to develop and utilize various forms of Bible tests. True/false, completion, multiple choice, and matching tests are most popular.

Behavioral tests are more difficult to construct. Weekly records give an indication of participation in church-related activities. Self-rating scales are useful in helping students take a careful look at their own lives in terms of principles that are based on the biblical passages they have studied.

FOR APPLICATION #12:

Answer in an essay of 100 words: *Why is testing an important part of Bible teaching?*